

**Child Care and Development Fund (CCDF) Plan
For**

Wisconsin
FFY 2014-2015

PART 1 ADMINISTRATION

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Effective Date: 01-OCT-13

Name of Lead Agency: [Department of Children and Families](#)

Address of Lead Agency: [201 East Washington Avenue](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Eloise Anderson, Secretary](#)

Phone Number: [608-266-3728](#)

Fax Number: [608-261-6972](#)

E-Mail Address: eloise.anderson@wisconsin.gov

Web Address for Lead Agency (if any): www.dcf.wi.gov

1.1.2 Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Effective Date: 01-OCT-13

Name of CCDF Administrator: [Judy Norman-Nunnery](#)
Title of CCDF Administrator: [Administrator, Division of Early Care and Education](#)
Address of CCDF Administrator: [201 East Washington Avenue, Madison, WI 53707](#)
Phone Number: [608-261-8790](#)
Fax Number: [608-267-2200](#)
E-Mail Address: judy.norman-nunnery@wisconsin.gov
Phone Number for CCDF program information
(for the public) (if any): [Child Care Help Desk Number is 608-264-1657, email is: childcare@wisconsin.gov](#)
Web Address for CCDF program
(for the public) (if any):
Web Address for CCDF program policy manual
(if any):
Web Address for CCDF program administrative rules
(if any):

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator:
Title of CCDF Co-Administrator:
Address of CCDF Co-Administrator:
Phone Number:
Fax Number:
E-Mail Address:
Description of the role of the Co-Administrator:

1.2 Estimated Funding

1.2.1 What is your expected level of funding for the first year of the FY 2014 - FY 2015 plan period?

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2013 through September 30, 2014. (§98.13(a)).

Effective Date: 01-OCT-13

FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [89,857,446](#)
Federal TANF Transfer to CCDF: \$ [62,899,870](#)
Direct Federal TANF Spending on Child Care: \$ [100,000,000](#)
State CCDF Maintenance-of-Effort Funds: \$ [16,449,406](#)

State Matching Funds: \$ 19,926,631

Reminder - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (\$98.52) once all FY2014 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Territories not required to meet CCDF Matching and MOE requirements should mark

Effective Date: 01-OCT-13

☐ N/A here

Note:The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.
If checked, identify source of funds:

Source of funds are public four year old kindergarten funds.

If known, identify the estimated amount of public funds the Lead Agency will receive:

☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:

☒ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): 30%

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

The State of Wisconsin encourages local collaborative efforts of school districts, county and tribal governments, technical colleges and others to develop full day kindergarten and 4-year-old kindergarten programs that collaborate with community child care programs, Head Start Programs, preschool programs and special education programs. Wisconsin encourages a collaborative approach that provides communities with several options for integrating 4K programs. Information regarding this can be found in *Community Approaches to Serving Four-Year-Old Children in Wisconsin* and *Creating a Community Approach to Serving Four-Year-Old Children in Wisconsin* Public Awareness Packet, at the Department of Public Instruction (DPI) web site:
<http://dpi.wi.gov/fscp/bbhghlts.html>

Also available at a different web site is a document called *Financing Approaches to Four-Year-Old Kindergarten*.

<http://www.collaboratingpartners.com/fiscal.htm>

The Department continues to be a full and engaged partner in collaboration and system building efforts that have been fostered by the Collaborating Partners and now under the lead of the Governor's Early Childhood Advisory Council that is co-chaired by Superintendent Tony Evers and Eloise Anderson, Secretary of the Department of Children and Families. The ECAC builds on Collaborating Partners efforts to develop and implement a plan that will permit every child and family in Wisconsin to access a blended, comprehensive delivery system for high quality early childhood education and care.

Collaborating Partners worked on forging public policy that provided infrastructure for a comprehensive early childhood system that is accessible to all families. It included the blending of funding streams and programs to maximize benefits, to avoid gaps in service and to create comprehensive systems. WECCP created the braided funding structure and continues to serve as a resource for the Collaborating Partners and related system-building efforts. All of these goals are now encompassed under the ECAC goals developed and articulated in the 2012 annual report - <http://dcf.wisconsin.gov/ecac/pdf/building-blocks-2012.pdf>

The website for Wisconsin Early Childhood Collaborating Partners is found at:

<http://www.collaboratingpartners.com/contact.html> and catalogues the work that led up to the creation, goals and structure of the ECAC. The ECAC Operating Principles describe the evolved committee structure to guide ECAC work and recommendations, the organizational structure of the ECAC can be found on page 5 and 6 of the Operating Principles -

http://dcf.wisconsin.gov/ecac/pdf/61912_operating_principles.pdf. Page 7 of this Principles articulates the questions guiding committee work, recommendations, membership, expected outcomes, and related information on committee work for leaders to track.

Through the ECAC, DCF works closely with the Department of Public Instruction (DPI), Department of Health Services (DHS), and other state and local agencies and organizations to move forward the overall goals of Wisconsin Forces for Four-Year-Olds. The vision of this partnership is to increase the number of communities that provide quality early learning opportunities and universal services for four-year-old children through community-based public-private partnerships in a wide range of settings. This initiative promotes partnerships among school districts, child care programs and Head Start to maximize funding, align best practices, improve quality of services, and ensure that all children will enter kindergarten with experiences to support their continued learning.

Currently, 375 out of 413 elementary school districts have 4-Year Old Kindergarten programs (full-day, half-day, 2-3 days per week). Out of the 375, 115 used community approaches in planning for them. The WECCP listserv provides linkages to the most recent 4K activities across the state and is available at: <http://www.collaboratingpartners.com/4YearK.htm>

This listserv is designed to facilitate interactive, electronic communication among the agencies, associations, and individuals providing services to Wisconsin's young children from birth to age eight and their families. The focus of this listserv is on state, community, and interagency efforts to improve

service delivery approaches for young children and their families. The listserv provides a mechanism to share experiences, examples, and resources related to early childhood collaboration, program blending, and system improvement.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: [5,997,989](#)

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

[In meeting the unique needs of working parents of children in pre-K programs, the Lead Agency's focus is on:](#)

- [Full day, full year care needs, including care for children with special needs;](#)
- [Program transitions and/or transportation among programs in the child's day;](#)
- [Communication among programs/teachers; and](#)
- [Communication between parents and programs/teachers.](#)

☒ State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

☒ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): [20%](#)

If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

[See above answer to 1.2.2](#)

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: [3,289,881](#)

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015. Note: Funding estimate is limited to FY 2014 In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead

Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Fund 5,000,000	Will support Wisconsin's TEACH scholarships for education related to infant/toddler topics	Scholarships help increase the education levels of the early care workforce	Access for child care providers to scholarships that promoting learning and credit based education in infant/toddler issues.
School-Age/Child Care Resource and Referral Targeted Funds 1,500,000	CCR&R agencies in Wisconsin provide referrals for families to child care, help to educate and support child care providers, collect and disseminate data about child care programs and issues in communities,	<ol style="list-style-type: none"> 1. Referrals assist parents in finding child care. 2. Training and support of child care providers is intended to improve the capacity of child care providers with the aim of improved child care quality. 3. Improve the level of information in communities about child care availability, quality and related issues. 	<p>Parent referrals will be provided.</p> <p>Child care provider training and support will be delivered.</p> <p>Child care data will be collected and provided to inform the community.</p>
Quality Expansion Targeted Funds 7,500,000	YoungStar	YoungStar is designed to improve the quality of child care and to increase the amount of targeted information parents receive about child care quality.	<p>Child care quality will be improved.</p> <p>Parents will have better information about the specific quality of child care programs in Wisconsin.</p>

<p>Quality Funds (not including Targeted Funds)</p> <p>7,500,000</p>	<p>Child Care Licensing Child Care Information Center</p> <p>Wisconsin Model Early Learning Standards (WMELS)</p>	<p>Licensing ensures the health and safety of child care setting and establishes training and guidelines for all aspects of licensing.</p> <p>The Child Care Information Center provides information and serves as a lending library for child care programs throughout the state and for agencies that serve child care programs.</p> <p>The WMELS are Wisconsin's comprehensive early learning guidelines, training is provided on what the standards are and how to incorporate them in early care settings and how parents can use the standards.</p>	<p>Health and safety of child care settings will be supported and promoted.</p> <p>Information to child care programs and child care serving agencies will be provided around key early care and education topics.</p> <p>WMELs training and information will be provided to child care programs and parents.</p>
--	---	---	---

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

Effective Date: 01-OCT-13

- ☒ No, the Lead Agency will not distribute any quality funds directly to local entities
- ☐ Yes, all quality funds will be distributed to local entities
- ☐ Yes, the Lead Agency will distribute a portion of quality funds directly to local entities.

Estimated amount or percentage to be distributed to localities

☐ Other.

Describe:

1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Effective Date: 01-OCT-13

Describe:

The State has developed and requires each local agency contractor to submit a fraud plan annually. The State reviews each fraud plan for completeness and compliance, while identifying common practices and determining best practices or corrective actions. Best practices are shared with all local agency contractors for consideration and inclusion in the modification of their fraud plan.

The State also creates and maintains a comprehensive policy and procedures manual for use by local agency contractors. The State distributes operations memoranda to local agency contractors when revisions are made to the manual or administrative codes, or statutes.

The State has also created a robust data warehouse that permits the State and the local agency contractors to perform front end verifications in addition to identifying intentional program violations, unintentional program violations, and agency errors.

Both the State and the local agency contractors are subject to annual single audit guidelines to ensure proper fiscal controls. The State has implemented a series of performance measures in 2013 with the counties to measure contract compliance and specific contracted tasks counties shall be performing to administer the child care subsidy program. The State performs annual quality assurance reviews where targeted policies are reviewed and a sampling of cases processed by the county are audited to affirm compliance with policy. Each local agency must submit a fraud plan form, it can be found at: <http://dcf.wisconsin.gov/forms/doc/2889.doc>.

1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Effective Date: 01-OCT-13

Describe:

Local agency contractors (counties and tribes) are accountable for compliance with CCDF regulations and ensuring all of their sub-contracted work complies with all federal and state administrative codes, policies and procedures. This requirement is stated and agreed to by the local agency contractor in their fraud plan. The State communicates with the local agency contractor who is responsible for communicating with their sub-contractor(s) relating to the discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations; monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified; and establishing performance indicators or measures.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Effective Date: 01-OCT-13

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Train staff on policy and/or audits	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe:

[Please see response to 1.3.1.](#)

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Effective Date: 01-OCT-13

Strategy	UPV	IPV and/or Fraud	Administrative Error
----------	-----	------------------	----------------------

Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$ 0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: Anti-fraud Task Force that involves local law enforcement, DCF, the Department of Justice and others key leaders are operational in Milwaukee County	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through other means. Describe: See above	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Establish a unit to investigate and collect improper payments. Describe composition of unit:



The Fraud Detection and Investigation Unit (FDIU) monitors program integrity of the Wisconsin Shares program. The FDIU is responsible for providing policy and procedural guidance to Counties, Tribes, and W-2 Agencies for their local program integrity and anti-fraud efforts. The FDIU updates Child Care Manual material, issues Operations Memos, develops and distributes training materials, creates and monitors data reports indicative of potential fraud, participates in regular regional meetings with local agencies, and provides technical assistance to local agencies that are conducting fraud investigations. The FDIU also conducts child care provider investigations as part of the aggressive anti-fraud measures that were started in September 2009. Staff conduct attendance reviews, desk audits, parent interviews, calculate and administer overpayments, and make enforcement recommendations. The FDIU also provides resources and oversight for the child care provider investigations conducted by the Provider Investigation Unit in MECA. 9 staff in Madison coordinate balance of state (non-Milwaukee County) program integrity efforts, 5 staff perform criminal investigations statewide, 16 staff perform non-criminal child care provider investigations in Milwaukee County, and 7 staff perform non-criminal client investigations in Milwaukee County.

Other. Describe:



None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------	--------------------------	--------------------------	--------------------------

For any option the Lead Agency checked in the chart above other than none, please describe:

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

Effective Date: 01-OCT-13

- ☐ None
- ☒ Disqualify client.
If checked, please describe, including a description of the appeal process for clients who are disqualified

The state and local agency contractors have the authority to disqualify a client from the child care subsidy program once the client has been determined to have committed an intentional program violation. The first determination of an intentional program violation is a 6 month disqualification, the second is a 12 month disqualification, and the third is a permanent disqualification. There is a 30 day period in which the agency's decision may be appealed. Appeals are heard by the Division of Hearings and Appeals and the decisions may be appealed to Circuit Court.

- ☐ Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

- ☒ Prosecute criminally
- ☒ Other.
Describe.

The state and local agency contractors have the authority to disqualify a client from the child care subsidy program once the client has been determined to have committed an intentional program violation. The first determination of an intentional program violation is a 6 month disqualification, the second is a 12 month disqualification, and the third is a permanent disqualification. There is a 30 day period in which the agency's decision may be appealed. Appeals are heard by the Division of Hearings and Appeals and the decisions may be appealed to Circuit Court.

1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark

☐ N/A here

Effective Date: 01-OCT-13

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
Child Care Policy Manual developed that includes all policy changes since 2002.	n/a	Manual published.	Completed 11/2008
DCF developed policies to better review and enforce child care provider and client compliance with child care subsidy laws and policies.	n/a	Program integrity chapters significantly expanded and divided into client and provider program integrity.	Summer, 2011
DCF developed procedures to better review and enforce child care provider and client compliance with child care subsidy laws and policies.	n/a	Desk guides created and distributed at county/tribal gathering.	Fall, 2012 regional fraud trainings were held and attended by counties and tribes.
DCF will work with the Legislature to consider statutory change to prohibit subsidized child care for the children of licensed or certified providers in the Wisconsin Shares program. DCF will continue to work with the Legislature on these statutory changes while balancing the legitimate need for care of children of child care professionals.	n/a	An emergency rule was created by the Department in Fall 2012 to create a waiver process that outlines the legitimate exceptions for a child care provider to obtain a child care subsidy authorization for their child to attend another child care provider. A permanent rule is being reviewed by the Legislature that would make the waiver provisions in the emergency rule permanent.	Dependent on the Legislature, possibly 2013.
DCF plans to research all of the cases of improper payments in this report for referral to local officials for follow-up	n/a	Cases researched and referred for follow up and possible repayment if needed.	Summer, 2012

Researched Program Integrity workshops for providers with CCR&R, licensing, and others.	n/a	Provider training offered in largest county and resources developed and distributed to all providers and posted on BCCA internet.	Milwaukee County offered 7 program integrity trainings to providers between 9/2012 and 3/2013. Provider newsletters distributed to providers as check stuffers and posted on the BCCA website quarterly.
Investigated if local agencies are accurately determining eligibility and determining authorizations according to statutory and policy requirements.	n/a	Developed a targeted case review where random cases are selected to identify whether statutes and policies are being complied with for the targeted activity.	DCF completed over 700 targeted case reviews in summer, 2012 and is planning the 2013 targeted case reviews to begin in summer, 2013.
Investigated how DCF monitors local agency compliance with the annual subsidy and fraud contracts	n/a	DCF consulted with counties and developed 5 performance measures that create thresholds and measures for compliance with 5 program requirements.	Created test measures in 2012 and formally included in 2013 contract.

1.4 Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
---------------	--

<input checked="" type="checkbox"/> <p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Draft plan distributed to a wide variety of listservs representing multiple groups, including the Wisconsin Early Childhood Collaborating Partners (WECCP) - http://www.collaboratingpartners.com/ described in Section 1.2.2. Also, the plan was disseminated to the Wisconsin Governor's Early Childhood Advisory Council (ECAC) http://www.dcf.wisconsin.gov/ecac/ecac/default.htm</p> <p>- a high level cross-sector, public-private advisory body advising the Governor that builds on the long-standing work of Collaborating Partners and now serves as the umbrella effort to coordinate early care services in Wisconsin. How the councils work together is illustrated in the following document on the council's website - http://www.dcf.wisconsin.gov/ecac/meetings.htm. Membership of the Council is online at: http://dcf.wisconsin.gov/ecac/pdf/membership_list.pdf</p> <p>Additionally, the CCDF plan was shared with regional child care licensors and county officials through listservs and regular meetings of these entities.</p>
---	--

For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Steps described above incorporate generating feedback from DPI through the ECAC and efforts described in 1.2.2.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>These programs are operated by DPI (early childhood special education) and the Department of Health Services (Birth to 3 Early Intervention). Feedback was gathered from these organizations through the processes described above.</p> <p>Children and Youth with Special Health Care Needs (CYSHCN) at DHS within the Maternal and Child Health Program and the CYSHCN Regional Centers are also represented on the Collaborating Partners group. Plan was distributed to each of the centers through the state contact for this program.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>Child Care Licensing is part of DCF and the Bureau of Early Care Regulation contributed to this report.</p>

<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	This project is now part of the Department of Public Instruction (DPI). The Collaboration Project Director reviewed and commented on the plan.
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	See above in the first part of this chart.
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	<p>The Governor's Early Childhood Advisory Council (ECAC) has leadership from these organizations and was consulted for feedback on the plan. The DPI 21st Century Learning Centers program coordinator and the Wisconsin Afterschool Network were provided an opportunity for review and comment.</p> <p>Tribal leaders were consulted through ongoing efforts to coordinate early care and education with the Wisconsin Inter-Tribal Early Childhood Council.</p> <p>Project LAUNCH was consulted in the development of the plan and key staff are involved in ECAC subcommittees that develop system level recommendations. Project LAUNCH is a collaborative initiative between DCF, DHS, and the City of Milwaukee Health Department, is an initiative that focuses on prevention and promotion activities for children ages 0-8 and their families targeted in the Milwaukee, but seeks to build links to better serve children and families across the state. LAUNCH works to promote the expansion of evidence based activities in five areas; home visiting, developmental screening, mental health consultation, integration of behavioral health into primary care, and family support services. Key staff working with this program were consulted in the development of the plan.</p>
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	A copy of the CCDF plan was provided to CACFP leadership for review and comment.
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	The Home Visiting Programs in Wisconsin are part of DCF in partnership with the Department of Health Services. Leaders from these Departments are involved in subcommittees of the Governor's Council that are developing a shared state plan for home visitation and guidelines for federal funding for home visiting programs that the state anticipates applying for. Members of the Home Visiting Leadership team were consulted in the development of this plan.

<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Representatives of these programs are represented on the ECAC via DHS. Additionally, DHS was consulted on the development of the plan as it relates to Public Health Programs, Wisconsin Immunization Program and Department of Mental Health Services Administration and Maternal Child Health Program. The Wisconsin Alliance for Infant Mental Health is represented on the ECAC and was consulted on this plan as it relates to their work on providing training, support and resources for early childhood social and emotional wellness in early childhood programs through the Pyramid model and other resources.		
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	DCF is responsible for child welfare. Leaders from the Division of Safety and Permanence were provided an opportunity to comment on the plan.		
<input checked="" type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	DCF contracts with the Supporting Families Together Association (SFTA) to provide resource and referral services to military families in Wisconsin. SFTA has been provided an opportunity to comment on the plan.		
<input checked="" type="checkbox"/> State/Territory agency responsible for employment services/workforce development	Representatives of the Department of Workforce Development reviewed and submitted comments on the CCDF plan.		
<input checked="" type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	Lead staff for other TANF programs in DCF were asked to review and comment on the plan and those comments were incorporated.		
<table border="1"> <tr> <td data-bbox="115 1180 464 1541"> <input checked="" type="checkbox"/> </td> <td data-bbox="464 1180 808 1541"> <input type="checkbox"/> Indian Tribes/Tribal Organizations N/A: No such entities exist within the boundaries of the State </td> </tr> </table>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Indian Tribes/Tribal Organizations N/A: No such entities exist within the boundaries of the State	The Wisconsin Inter-tribal Child Care Association Council is a group that meets regularly and has been provided a copy of the CCDF plan for comment.
<input checked="" type="checkbox"/>	<input type="checkbox"/> Indian Tribes/Tribal Organizations N/A: No such entities exist within the boundaries of the State		

<input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<p>Strengthening Families is a collaborative effort supported by the Department of Children and Families and the Children's Trust Fund. Contract agencies to DCF provide training and support around this effort. Those agencies are given the opportunity to comment on this plan.</p> <p>DCF works with WI-AIM to support Pyramid Model, Center for the Social and Emotional Foundations for Early Learning project, working on a cross-departmental leadership team under the umbrella of Collaborating Partners to provide training on the Pyramid Model.</p> <p>Key staff and initiatives are connected to the ECAC and have been provided an opportunity to comment on the plan.</p> <p>Efforts to connect with school age providers are led by DCF and DPI. DCF and DPI are actively engaged with an alliance of school aged child care providers that includes Mott Funded Wisconsin Afterschool Network that has developed a leadership team that is focused – among other things- on the establishment of school age criteria for the YoungStar program (QRIS).</p>
<input checked="" type="checkbox"/> Provider groups, associations or labor organizations	<p>DCF has reached out to several provider groups including the Wisconsin Child Care Administrator's Association, the Wisconsin Early Learning Coalition, the Wisconsin Family Child Care Association, and the Wisconsin Head Start Association. DCF regularly briefs these organizations and coalitions and has shared a draft of the plan via listserv and other in-person meetings with the chairs and lead staff for these organizations to receive input.</p>
<input checked="" type="checkbox"/> Parent groups or organizations	<p>Several parent organizations are on the listserv for Collaborating Partners such as Parents Plus, University of Wisconsin-Extension family living agents, Supporting Families Together Association, the Children's Trust Fund. This listserv was used to generate feedback from parent groups and organizations.</p>
<input checked="" type="checkbox"/> Local community organization, and institutions (child care resource and referral, Red Cross)	<p>CCR&R, United Way, school alliances, technical and private colleges and other partners are engaged in the ECAC and have had an opportunity to comment through that avenue.</p>
<input checked="" type="checkbox"/> Other	<p>Business leaders are represented on the ECAC and have an alliance, the Partnership for Wisconsin's Economic Success that is a vehicle for providing input on early care and education issues.</p>

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

Effective Date: 01-OCT-13

a) Date(s) of notice of public hearing: [05/15/13](#)

Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? [Published in Wisconsin Administrative Register.](#) c) Date(s) of public hearing(s): [06/04/13](#)

Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s) [Department of Children and Families, Madison Wisconsin](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [Distributed through multiple listservs and posted on DCF website.](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [Comments will be shared with DCF leadership for consideration.](#)

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

Effective Date: 01-OCT-13

[DCF has found the most effective way to disseminate the plan for comment is through multiple listservs that target early care and education stakeholders, providers and parents.](#)

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

Definition - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

Note: Descriptions of how governments are organized for each State are provided at:
http://www2.census.gov/govs/cog/all_ind_st_descr.pdf.

1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

Effective Date: 01-OCT-13

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.

<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.</p>	<p>DCF coordinates with local units of government in a variety of ways, quarterly ECAC meetings, certification roundtables, licensing forums, Collaborating Partners multiple listservs.</p> <p>Plan was shared with Wisconsin Counties Human Service Association and regular communication about services are shared through established meetings.</p> <p>Efforts to coordinate all services are underway with the Early Childhood Advisory Council and promoted through the overall structure of the ECAC has subcommittees and is connected to the Wisconsin Early Childhood Collaborating Partners described in Section 1.4.1. ECAC subcommittees assist in the coordination in the planning of cross-system policies and in the delivery of early care and education system services. Operating Principles have been established that guide the work of collaborative subcommittees that help inform ECAC efforts and recommendations.</p> <p>DCF routinely communicates with counties through the Child Care Subsidy and Certification Advisory Committee and subcommittees that bring together leaders administering local TANF and CCDF services in counties.</p> <p>Plan is disseminated by Collaborating Partners listserv that includes a diverse range of early care stakeholders</p>	<p>Shared understanding of early care and education programs, funding, goals and objectives, opportunities and challenges, emerging progress of Wisconsin's YoungStar Quality Rating and Improvement System</p> <p>Consensus around a comprehensive early childhood system and is focused on:</p> <ul style="list-style-type: none"> Better understanding about the quality and availability of early childhood system programs; Identifying areas for collaboration and coordination; Developing recommendations for increased participation in early childhood programs including outreach to underrepresented and special needs populations; and Developing recommendations regarding professional development and career advancement. <p>Communication about key early care issues is fostered through the Child Care Subsidy and Certification Advisory Committee where county human service departments and tribes to provide input on the child care subsidy and certification program policies and procedures.</p> <p>Ensure timely and accurate communication through monthly meetings of the Wisconsin County Human Services Association (WCHSA), Economic Support Policy Advisory Committee.</p>
-------------------------------------	--	---	---

<div> <input checked="" type="checkbox"/> </div> <p>State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DPI is the lead agency for these programs. Coordination efforts were described earlier through Collaborating Partners and through the ECAC.</p>	<p>Support and increase the number of programs that provide collaborative programs to provide high quality 4-year-old kindergarten.</p> <p>Improved data alignment through Longitudinal Data System work at DPI that is now being funded through Wisconsin's second round application for the Race to the Top-Early Learning Challenge that is also connected to the work of the Governors' ECAC</p> <p>Improved and more coordinated professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development (including but not limited to colleges and universities, YoungStar, DPI licensing, T.E.A.C.H. Early Childhood) through ECAC planning that will be reinforced through Wisconsin's Race to the Top-Early Learning Challenge grant.</p>
<div> <input checked="" type="checkbox"/> </div> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>DPI provides early childhood special education services, the Department of Health Services is responsible for administering the Birth to 3 program. Representatives of these agencies are involved in the ECAC and were provided the opportunity to comment.</p>	<p>Increase the capacity of YoungStar to connect to key services for children with disabilities</p> <p>Continue additional interagency opportunities through connecting to the Birth to 3 Interagency Coordinating Council. Their work is focused on coordinating all services available to children with disabilities in Wisconsin including access to child care subsidies and quality child care.</p> <p>Continue to connect to comprehensive, evidence-based home visiting, early childhood screening, mental health consultation, and parent education training throughout the state and a targeted area in the City of Milwaukee.</p>

<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>DHS is represented on the Governor's Council.</p> <p>DCF supports training and resources available through the Wisconsin Alliance for Infant Mental Health, the lead agency for Pyramid model training in the state.</p>	<p>Continued awareness of the important of social and emotional well-being through connection to the Wisconsin Alliance for Infant Mental Health and their work offering the Pyramid Model training resources and support. This work will be further supported by Wisconsin's Race to the Top-Early Learning Challenge grant.</p> <p>Continue collaboration focused on connecting providers and families to developmentally appropriate screening and assessment opportunities through Project Launch, the Wisconsin Alliance for Infant Mental Health, DHS, DCF and community partners to share information about children's emotional and mental health. The project is piloting the use of mental health consultation with select child care providers in the City of Milwaukee.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>DWD</p> <p>WIA permits the Governor to add mandatory WIA One-Stop partners, and Governor Thompson designated the TANF/W-2 agency as a required partner. Therefore W-2 agencies have one seat on each of the 11 Wisconsin Workforce Development Boards. This allows them to be directly involved in WDB program planning, as well as access to the array of workforce partners for outreach and collaboration efforts. Second, all of the required partners sign a Memorandum of Understanding that details each agency's role along with referral mechanisms among the area's service providers. To expand braided funding, each WDB has a policy on WIA supportive services that includes child care assistance for WIA-eligible participants.</p>	<p>Increase and expand information about YoungStar, program quality rating, and the importance of selecting quality child care is shared.</p> <p>There are three data exchanges with DWD. The first is with Unemployment Insurance to determine if any individual in CARES is receiving Unemployment Benefits. The second data exchange is with New Hire and indicates if an individual is newly employed. The third data exchange is the Quarterly Wage Match which indicates the amount of income the employer has paid to an individual in CARES.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies (required)</p>	<p>DCF's Division of Family and Economic Security is the primary administrator of TANF funded services in Wisconsin.</p>	<p>Continued coordination between CCDF use for subsidy and quality efforts that support the goals of Wisconsin's W-2 program and access to all public benefits.</p>

<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input type="checkbox"/></p> <p>N/A: No such entities exist within the boundaries of the State</p>	<p>Tribal representatives serve on the Governor's Council on Early Care and Education, state departments hold tribal consultations with Tribal leaders on a regular basis, including focusing on tribal child care issues. In addition, the Wisconsin Intertribal Child Care Council described earlier also regularly convenes to discuss tribal child care issues.</p>	<p>Continue collaboration with the Wisconsin Inter-tribal Child Care Council - comprised of tribal child care leaders - to discuss updates, information and policy changes related to child care subsidy and quality issues. Overall goals of this coordination include:</p> <p>Ensure that Tribal programs have a voice in the state's plan.</p> <p>Ensure that tribal child care goals are incorporated in the plan.</p> <p>Ensure that information is shared about the benefits of participating in YoungStar</p> <p>Provide information on access to the child care subsidy and improve access to quality child care. CCDF supported services such as CCR&R, and educational scholarship and bonus opportunities through the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program and the R.E.W.A.R.D.™ WISCONSIN Stipend Program.</p> <p>Over the last two years, the Tribes have worked with DPI and the ECAC to outline a plan for a tribal subcontract through the RTTT-ELC grant that will encourage improved communication, information sharing and resources around all aspects of the early childhood systems.</p>
-------------------------------------	--	---	---

For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery

<input checked="" type="checkbox"/>	<p>State/Territory agency with the Head Start Collaboration grant</p>	<p>Head Start Collaboration office is now located in the Department of Public Instruction and collaborates with the delivery of child care services and partnership with Head Start and four year old kindergarten in the administration of the plan.</p>	<p>Further, the Collaboration Project's annual survey – located at: http://www.whsaonline.org/wp-content/uploads/2011/02/WHSSCO-NA-Report-Approved.pdf - helps to identify Head Start needs with respect to coordination, collaboration, and alignment of services, and to inform the activities of the Collaboration Office's annually-revised strategic plan. These findings are incorporated in the work of the ECAC. Ensure that Head Start collaboration goals are reflected in the CCDF plan and tied to the overall goals articulated in the ECAC. Efforts will continue to ensure that Head Start Collaboration Project goals and efforts are reflected in the plan.</p>
-------------------------------------	---	---	---

<input checked="" type="checkbox"/> State/Territory agency responsible for Race to the Top - Early Learning Challenge (RTT-ELC) <input type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC	<p>DCF is the lead agency for the Race to the Top Grant.</p>	<p>The Race to the Top Grant has Memoranda of Understanding with the Department of Public Instruction and the Department of Health Services to undertake activities in the grant that will improve the quality of child care, implement an Early Childhood Longitudinal Data system, establish a public private partnership and continue to connect to larger system building efforts under the auspices of the Early Childhood Advisory Council.</p>
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	<p>The DPI Food Program is connected through Collaborating Partners and is a strong partner in YoungStar.</p>	<p>Share information between DPI and DCF through the automated link for the YoungStar program tracking which programs are using CACFP and awarding points to those programs.</p> <p>Provide assistance around nutritious meal planning and diet will be provided through YoungStar technical consultation.</p> <p>Coordination with initiatives focused on improving health and nutrition in child care settings such as the Wisconsin Early Childhood Obesity Prevention Initiative. This effort is connected to system building through functioning as a subcommittee of the ECAC.</p>

<div data-bbox="120 625 159 667" data-label="Image"></div> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>ECAC includes representatives from DHS and DPI are sources for disseminating information to these programs.</p>	<p>These efforts will be reinforced with Wisconsin's RTTT-ELC grant through hiring an inclusion consultant within the YoungStar program. This resource will be a helpful addition to strengthening connections between programs that serve children with special needs and improving access to training and resources that support children. Continued coordination to better serve children with special needs.</p>
<div data-bbox="120 1560 159 1602" data-label="Image"></div> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>DCF, in collaboration with DHS, DPI, and the Children's Trust Fund, provides oversight to home visiting programs. Program leaders and stakeholder groups are represented on Collaborating Partners and ECAC.</p> <p>The ECAC Family and Community Team Subcommittee help to identify cross-department goals, strategies and ideas for keeping the work around families and communities connected to the ECAC and to the state departments.</p>	<p>Regular meetings of Division Leaders from Safety and Permanence and Early Care and Education ensure ongoing coordination around early childhood and home visiting programs.</p> <p>Strengthened family engagement in the future through the addition of a Family Engagement Consultant at DCF through the YoungStar Program and a ½ time family engagement consultant at DPI, both supported by RTTT-ELC.</p> <p>Increase coordination and communication about engaging families in the development of a comprehensive high quality early care and education system through The ECAC Family and Community Team.</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>	<p>DCF runs Wisconsin's child welfare programs. Staff and leaders from DCF and other agencies (such as the Children's Trust Fund) are included on these advisory boards.</p> <p>DSP leadership represented on the ECAC.</p> <p>Goals of child welfare coordination with early childhood encompassed and addressed by Family and Community team of ECAC</p>	<p>Continued support of the Strengthening Families approach described earlier helps connect child care providers and stakeholders with child welfare services at the county level. Training is provided in early care settings to help child care programs identify early signs of abuse and neglect and connect with child welfare at appropriate times to assist families. Providers who have been trained in the Strengthening Families approach receive points in Wisconsin's Quality Rating and Improvement System, YoungStar.</p> <p>The Division of Early Care and Education developed a foster parent guide to the subsidy program - http://dcf.wisconsin.gov/childcare/wishes/pdf/fosterparentguide.pdf that was initially published in 2009 and was updated again in December 2010. The purpose of the guide is to encourage foster parents to utilize the subsidy program if they are eligible and help them navigate the process of applying for Wisconsin Shares.</p> <p>As needed, DCF staff offer individualized assistance to foster parents to assist them in navigating the child care eligibility process.</p> <p>As described above monthly meetings between leadership in the Division of Early Care and Education and the Division of Safety and Permanence to assure ongoing communication and information sharing about the range of areas to foster collaboration. An example of this enhanced coordination in the last two years is the development of a Memoranda of Understanding between the Bureau of Milwaukee Child Welfare and the Milwaukee Public Schools Head Start Program to ensure greater coordination and access to Head Start for children in out of home care.</p> <p>The DCF's Division of Safety and Permanence serves on the Governor's Early Childhood Advisory Council to assure that the continuum of services from prevention through intervention and foster care will be incorporated in Council goals for the early childhood system. Increase coordination and communication about engaging families in the development of a comprehensive high quality early care and education system through The ECAC Family and Community Team. Strengthened family</p>
-------------------------------------	---	--	---

		engagement in the future through the addition of a Family Engagement Consultant at DCF through the YoungStar Program and a ½ time family engagement consultant at DPI, both supported by RTTT-ELC.Regular meetings of Division Leaders from Safety and Permanence and Early Care and Education ensure ongoing coordination around early childhood and home visiting programs.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	<p>The Supporting Families Together Association is Wisconsin's umbrella for child care resource and referral agencies.</p> <p>SFTA is the principle contract organization that provides referrals to all parents in Wisconsin including those families who are serving in the military. SFTA is supported it's national counterpart, Child Care Aware with access to materials and services for military families as needed.</p>
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<p>DCF works with the Department of Public Instruction and the Wisconsin Afterschool Network and other key stakeholder groups to ensure access to school aged child care and to build quality.DCF has a lead role in working to provide Strengthening Families training. DPI and DCF through the Professional Development Initiative tied to the ECAC recently received a BUILD grant to further professional development systems alignment in Wisconsin.</p> <p>Over the last two years, DCF worked with school-age care providers to develop a school-age model for the QRIS. DCF continues to coordinate around broader issues of access to and improved quality of school-age child care programs that began on July 1, 2012. Efforts will continue to promote training on Strengthening Families and reinforce partnerships with child welfare and preventive efforts that build the capacity of child care providers to help identify early warning signs of abuse and neglect and respond with appropriate skills to help children and families. As noted above, this is tied to Wisconsin's QRIS. Efforts to build a greater connection between Strengthening Families and child care quality through the YoungStar QRIS will continue. Lastly, we expect the BUILD initiative to provide valuable resources to professional development alignment efforts that are ongoing.</p>
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	<p>DCF is the contract agency for CCR&R.</p> <p>As contract agencies for DCF, to provide resource and referral services and to implement the quality rating and improvement system, CCR&R goals of building quality child care and supporting families are critical components of the Wisconsin CCDF Plan.</p>
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	<p>DCF meets regularly with representatives of the Wisconsin Family Child Care Association, Wisconsin Child Care Administrators through quarterly and annual meetings and conferences. Their input is regularly sought in the delivery of CCDF services.</p> <p>Ensure that there is an ongoing communication mechanism between early care providers and DCF to assure coordination in the delivery of training, technical assistance, and quality improvement efforts tied to YoungStar access to high quality early care and education.</p>

<input checked="" type="checkbox"/>	Parent groups or organizations	<p>Child Care Resource and Referral agencies and YoungStar local offices that align with CCR&R regularly disseminate information to families, DPI through Collaborating Partners. Additionally, DPI uses the COLlaborating Partners listserv to provide information to families. The ECAC has a Head Start Parent representative on the Council. The ECAC has a family and community team that is focused on articulating high level recommendations to better engage families that are articulated in the 2012 annual report that can be found at: http://dcf.wisconsin.gov/ecac/pdf/building-blocks-2012.pdf</p> <p>Lastly, DCF will be enhancing family engagement as part of it's new Race to the Top funding.</p>	Ensure that parent organization's views are represented in state planning to build a high quality early education system.
<input checked="" type="checkbox"/>	Other	<p>WCCF is a member of the ECAC; additionally, DCF works with WCCF around disseminating information on the early care workforce and worked closely on developing reports on the YoungStar system.</p>	<p>Increased understanding and analysis of Wisconsin's YoungStar program. The latest report can be found at: http://www.wccf.org/pdf/YoungStar_Wiscconsin_Data_Analysis_January-2012_ppt.pdf. Increased understanding of Wisconsin's early care and education system, its early care workforce, and related child and family issues. Related publications on Wisconsin's early care system can be found at: http://www.wccf.org/education_pub.php#pathways</p>

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

Effective Date: 01-OCT-13

☒ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):
DCF and DPI

b)

Describe the age groups addressed by the plan(s):

[Birth to five](#)

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☒ Yes

☐ No

d)

Provide a web address for the plan(s), if available:

<http://dcf.wisconsin.gov/ecac/pdf/building-blocks-2012.pdf>

☐ No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

Effective Date: 01-OCT-13

☒ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

The ECAC is co-chaired by the Secretary of the Department of Children and Families and the Superintendent of Public Instruction. It is a high level coordinating body providing recommendations about how to build a more coordinated and comprehensive early childhood system.

The home page for the ECAC is: <http://dcf.wisconsin.gov/ecac/default.htm>

The most recent annual report can be found at:

<http://dcf.wisconsin.gov/ecac/pdf/building-blocks-2012.pdf>

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

Yes, see above.

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☐ Other

Describe

☐ None

1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

Effective Date: 01-OCT-13

☒ Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

DCF plans to establish a Public-Private Partnership as part of it's Race to the Top-Early Learning Challenge funding. This has been a consistent recommendation of the ECAC over the last three years.

☐ No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website at: <http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

Effective Date: 01-OCT-13

☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☒ **Developed.** A plan has been developed as of [insert date]: [06/30/2004](#) and put into

operation as of **[insert date]**: 06/30/2004, if available. Provide a web address for this plan, if available: [DCF 57.06 provides emergency planning and preparation guidelines - http://docs.legis.wi.gov/code/admin_code/dcf/035_059/57/I/06/1/a?up=1](http://docs.legis.wi.gov/code/admin_code/dcf/035_059/57/I/06/1/a?up=1)

☐ **Other.**
Describe:

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

Effective Date: 01-OCT-13

- ☒ Planning for continuation of services to CCDF families
- ☐ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☐ Provision of temporary child care services after a disaster
- ☐ Restoring or rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

☒ Eligibility rules and policies (e.g., income limits) are set by the:

☒ State/Territory

☐ Local entity.

If checked, identify the type of policies the local entity(ies) can set

☐ Other.

Describe:

☒ Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

If checked, identify the type of policies the local entity(ies) can set

☐ Other.

Describe:

☒ Payment rates are set by the:

☒ State/Territory

☐ Local entity.

If checked, identify the type of policies the local entity(ies) can set

☐ Other.

Describe:

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Effective Date: 01-OCT-13

Implementation of CCDF Services/Activities

Agency (Check all that apply)

Who assists parents in locating child care (consumer education)?

Who issues payments?

Implementation of CCDF Services/Activities

Who determines eligibility?

Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

Agency (Check all that apply)

- ☒ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

- ☒ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☐ Other.

Describe:

Who assists parents in locating child care (consumer education)?

Agency (Check all that apply)

- ☒ CCDF Lead Agency
- ☒ TANF agency
- ☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
- ☒ Child care resource and referral agencies
- ☐ Community-based organizations
- ☒ Other.

Describe:

[internet](#)

Who issues payments?

Agency (Check all that apply)

- ☒ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations

☐ Other.

Describe:

Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)

[A provider receives a paper check or an electronic deposit](#)

Other. List and describe:

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

Effective Date: 01-OCT-13

- ☒ CCDF Lead Agency
- ☒ TANF offices
- ☐ Other government offices
- ☒ Child care resource and referral agencies
- ☐ Contractors
- ☐ Community-based organizations
- ☐ Public schools
- ☒ Internet

(provide website): www.youngstar.dcf.wi.gov

- ☒ Promotional materials
- ☐ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television
- ☐ Print media
- ☐ Other.

Describe:

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☐ By mail
- ☒ By Phone/Fax
- ☒ Through the Internet

(provide website): <http://access.wisconsin.gov>

- ☐ By Email
- ☐ Through a State/Territory Agency
- ☐ Through an organization contracted by the State/Territory
- ☐ Other.

Describe:

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers in their communities.

Effective Date: 01-OCT-13

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

Wisconsin provides information about the quality of child care through the YoungStar Quality Rating Improvement System. The website displays ratings of child care programs and how programs earn points as well as information on how to access local YoungStar offices supported by the department to provide additional information about child care choices. Child Caare programs that receive Wsconsin Shares are requested to participate in YoungStar. More details on YoungStar are found in Part 3, Section 3.3 of this plan.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

Effective Date: 01-OCT-13

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

The overall goal of YoungStar is to improve the quality of child care programs. Programs that participate in YoungStar have access to benefits such as training, technical assistance, micro-grants and access to credit-based education to improve their quality.

2.2.5. Describe how the Lead Agency promotes access to the CCDF subsidy program? Check the strategies that will be implemented by your State/Territory.

Effective Date: 01-OCT-13

- ☒ Provide access to program office/workers such as by:
- ☒ Providing extended office hours
- ☒ Accepting applications at multiple office locations
- ☒ Providing a toll-free number for clients
- ☒ Email/online communication
- ☐ Other.

Describe:

- ☒ Using a simplified eligibility determination process such as:
- ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- ☒ Developing a single application for multiple programs
- ☒ Developing web-based and/or phone-based application procedures
- ☐ Coordinating eligibility policies across programs.

List the program names:

- ☒ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☐ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time:

(Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).

- ☐ Other.

Describe:

☐ Other.

Describe:

☐ None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

Effective Date: 01-OCT-13

☒ Provide CCDF assistance during periods of job search.

Length of time: [For TANF work program participants, time allowed is guided by TANF work, for Food Stamp Employment Training Program as guided by FSET worker](#)

☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☒ Synchronize review date across programs

List programs:

[FoodShare/SNAP](#)

☐ Longer eligibility re-determination periods (e.g., 1 year).

Describe:

☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

- ☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- ☐ Individualized case management to help families find and keep stable child care arrangements.
- Describe:

- ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- ☐ Other.
- Describe:

☐ None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

Effective Date: 01-OCT-13

- ☒ Application in other languages (application document, brochures, provider notices)
- ☒ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☐ Outreach Worker
- ☐ Other.

Describe:

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered :

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Informational materials in non-English languages
- ☒ Training and technical assistance in non-English languages
- ☐ CCDF health and safety requirements in non-English languages
- ☐ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☐ Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- ☐ Other.

☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered:

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))

Effective Date: 01-OCT-13

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available:

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	Driver's license, state issued ID card, employee ID card, Student ID card, US Government ID card, Military ID Card, Native American ID card, USCIS photo ID card, US passport, paycheck that displays applicant's name, or other reliable document that verifies identity. There is also a match with the Social Security Administration.
<input checked="" type="checkbox"/> Household composition	Lease agreements, third party statements, or self declaration on signed application materials
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth records, court records or self-declaration on signed application materials
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Self-declaration on signed application materials, further investigation if information appears questionable.

<input checked="" type="checkbox"/> Work, Job Training or Educational Program	School or work schedules, pay stubs
<input checked="" type="checkbox"/> Income	Pay stubs, employer verification, new hire report, or data exchange
<input checked="" type="checkbox"/> Other. Describe: citizenship	Birth certificate or Wisconsin Vital Statistics Confirmation

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

Effective Date: 01-OCT-13

☒ Time limit for making eligibility determinations.

Describe length of time [thirty days](#)

☒ Track and monitor the eligibility determination process

☐ Other.

Describe

☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1 through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

Effective Date: 01-OCT-13

☒ Yes.

If yes, describe:

[Due to the state's TANF program procedures for application, W-2 participants are not able to apply for TANF via the web and the timeframes for participating are different than for participants that just apply for Wisconsin Shares funding.](#)

☐ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain

needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

Effective Date: 01-OCT-13

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [Department of Children and Families](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": [Child Care Resource and Referral agencies are available around the state to assist parents find safe and affordable child care and other resources in the community. They are part of the YoungStar Program. If the referrals do not result in the participant locating child care, the W-2 agency may require the participant to demonstrate an inability to obtain child care.](#)
- "reasonable distance": [Defined as no more than 60 minutes travel time one-way, using available transportation from the parents home to the child care providers location to the parents work site. Travel time maybe extended up to 90 minutes one-way if there is a good placement opportunity for the participant AND the participant is willing to enter into this arrangement.](#)
- "unsuitability of informal child care": [Informal child care is defined as an arrangement in which a child care provider is not regulated \(licensed or certified\). Participants who use this type of child care are not eligible for W-2 child care assistance. Informal child care arrangements may be used by any W-2 participant; however, a participant cannot be required to use informal child care.](#)
- "affordable child care arrangements": [DCF works with CCR&R to find affordable child care.](#)

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- ☒ In writing
 - ☒ Verbally
 - ☒ Other.
- Describe:

[The rights and responsibilities associated with W-2 participant agreement allows individuals to let their worker know if they are unable to participate because they have no child care.](#)

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income

for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

Effective Date: 01-OCT-13

residing with -

Living in the same household.

in loco parentis -

A person who has assumed guardianship (meaning they are living in the same household, and acting as the case head of the household with decision-making responsibility and authority) and control of the child, formally or informally. A “parent” is a custodial parent, guardian, foster parent, legal custodian or a person acting in place of a parent.

2.3.2. Eligibility Criteria Based Upon Age

Effective Date: 01-OCT-13

a) The Lead Agency serves children from 1 weeks to 13 years (may not equal or exceed age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18 (may not equal or exceed age 19).
Provide the Lead Agency definition of *physical or mental incapacity* -

An emotional, physical, or personal need of a child requiring more than the usual amount of care and supervision for the child’s age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A “special need” includes a developmental disability.

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is (may not equal or exceed age 19).

☒ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

Effective Date: 01-OCT-13

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))
working-

Being engaged in up to forty hours in a Wisconsin Works employment position (work experience, job skills training, basic education, English as a Second Language) or any combination of these. Employed for a "qualified" employer, meaning the employer has a Federal tax ID, reports to New Hire, has a Worker's Comp plan and pays Unemployment insurance. Part or full time. Self employment that produces an adjusted monthly income equivalent to state minimum wage (allowing six month start up time for a new business). Part or full time.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

attending job training or educational program -

Parents who are employed at least 5 hours per week may receive child care assistance for up to 24 months for Basic Education, English as a Second Language, GED or HSED participation. In addition, parents who are employed at least 5 hours per week may receive child care assistance for up to 24 months for technical college or other courses of study that lead to job skills. Lastly, parents may receive child care assistance for job search or work experience in the FoodShare Employment and Training program. Travel time may be included in all child care authorizations, but study time is not. Parents under age 20 may receive child care for high school, GED or HSED courses.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services?
(§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

protective services

Wisconsin provides child care for children who are in licensed foster homes or who are living with a kinship care relative, receiving kinship care cash benefits and providing care under a court order, or for foster children who are living with a subsidized guardian. Wisconsin Statute 49.155(lm) establishes eligibility and requires that parents need child care to participate in specific activities including employment or employment and education/training.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

☐ No.

2.3.5. Income Eligibility Criteria

Effective Date: 01-OCT-13

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination.
(§§98.16(g)(5), 98.20(b))

income -

Money, wages or salary, adjusted income from self-employment, social security, dividends, interest on savings or bonds, income from estates or trusts, net rental income or royalties, public assistance, Supplemental Security Income (SSI), pensions and annuities, unemployment insurance, worker's

compensation, alimony and other maintenance payments, and veteran pensions.

b) Which of the following sources of income, if any, will the Lead Agency exclude or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, if any.

- ☒ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☒ Child support received
- ☐ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☒ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☐ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☐ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☒ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above:

- **Federal and State Earned Income Tax Credit**
- **Loans except when used for living expenses**
- **Reverse mortgage proceedings**
- **In-kind not in form of cash paid to household**
- **Reimbursements paid to reimburse actual expenses**
- **Gifts (Birthdays, Graduations, Christmas)**
- **Windfalls- Income amount earmarked and used for the purpose it was paid.**

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☒ Children under age 18
- ☒ Children age 18 and over - still attending school
- ☒ Teen parents
- ☒ Unrelated members of household

☐ All members of household except for parents/legal guardians

☐ Other.

Describe:

☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2013 poverty guidelines are available at <http://aspe.hhs.gov/poverty/13poverty.shtml>.

			IF APPLICABLE Income Level if lower than 85% SMI	
Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	NA	NA	NA	NA
2	4785	4067	2391	49.9
3	5554	4721	3011	54
4	6595	5606	3631	55
5	6304	5358	4750	75

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☒ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below**:

Note: This information can be included in the table below.

Families are eligible to participate at 185% of poverty and can remain in the program until their income reaches 200% of poverty.

☐ No.

			IF APPLICABLE Income Level if lower than 85% SMI	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1	NA	NA	NA	NA
2	4,785	4,097	2585	54
3	5554	4,721	3255	59
4	6595	5606	3925	60
5	6304	5358	4595	73

f) SMI Year 2011 and SMI Source American Community Survey

g) These eligibility limits in column (c) became or will become effective on:
March 31, 2013

2.3.6. Eligibility Re-determination

Effective Date: 01-OCT-13

Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care
<http://www.acf.hhs.gov/programs/occ/resource/im2011-06>

☐ Yes

☒ No. If no, what is the re-determination period in place for most families?

☒ 6 months

☐ 24 months

☐ Other.

Describe:

☐ Length of eligibility varies by county or other jurisdiction.

Describe:

b) Does the Lead Agency coordinate or align re-determination periods with other programs?

☒ Yes. If yes, check programs that the Lead Agency aligns eligibility periods with

and describe the redetermination period for each.

☐ Head Start and/or Early Head Start Programs.

Re-determination period:

☐ Pre-kindergarten programs.

Re-determination period:

☐ TANF.

Re-determination period:

☒ SNAP.

Re-determination period: 6 months

☐ Medicaid.

Re-determination period:

SCHIP.

☐ SCHIP.

Re-determination period:

☐ Other.

Describe:

☐ No.

c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

If a family reports increased wages, a change in their approved work activity or a change in family status.

d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination

DCF would determine if participant continues to be eligible.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>).

f) Does the Lead Agency use a simplified process at re-determination?

☐ Yes.

If yes, describe:

Six-month report forms are automatically sent to parents and are available on-line.

☐ No.

2.3.7. Waiting Lists

Describe the Lead Agency's waiting list status. Select **ONE** of these options.

Effective Date: 01-OCT-13

☒ Lead Agency currently does not have a waiting list and:

☒ All eligible families *who apply* will be served under State/Territory eligibility rules

☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules

☐ Lead Agency has an active waiting list for:

☐ Any eligible family who applies when they cannot be served at the time of application

☐ Only certain eligible families.

Describe those families:

☐ Waiting lists are a county/local decision.

Describe:

☐ Other.

Describe:

2.3.8. Appeal Process for Eligibility Determinations

Effective Date: 01-OCT-13

Describe the process for families to appeal eligibility determinations:

Families receive various notices regarding both eligibility and authorizations for the Wisconsin Shares Child Care Subsidy. These notices all include the following appeal information:

- Information on the right to request a fair hearing if the customer disagrees with a child care decision. The instructions direct the parent to request the hearing in writing.
- The options for requesting a fair hearing. Request forms are available from local agencies and on the internet at <http://dha.state.wi.us/home/WFS/WFSHrgReqForm.pdf>.
- The deadline for requesting a fair hearing.

Hearings are conducted by the Wisconsin Division of Hearings and Appeals. Decisions are rendered in writing and appealable to Circuit Court.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. Will the attached sliding fee scale be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

☒ Yes.

Effective Date: 03/31/2013

☐ No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc.

2.4.2. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option..

Effective Date: 01-OCT-13

☐ State Median Income,

Year:

☒ Federal Poverty Level,

Year: [FY 2013](#)

☐ Income source and year varies by geographic region.

Describe income source and year:

☐ Other.

Describe income source and year:

2.4.3. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

Effective Date: 01-OCT-13

☐ Fee as dollar amount and

☐ Fee is per child with the same fee for each child

☐ Fee is per child and discounted fee for two or more children

☐ Fee is per child up to a maximum per family

☐ No additional fee charged after certain number of children

☐ Fee is per family

☒ Fee as percent of income and

☐ Fee is per child with the same percentage applied for each child

☒ Fee is per child and discounted percentage applied for two or more children

☐ No additional percentage applied charged after certain number of children

☐ Fee per family

☐ Contribution schedule varies by geographic area.

Describe:

☐ Other.

Describe:

If the Lead Agency checked more than one of the options above, describe:

2.4.4. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

Effective Date: 01-OCT-13

☒ Yes,
and describe those additional factors:

The number of children in child care is considered.

☐ No.

2.4.5. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE** of these options.

Reminder - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

Effective Date: 01-OCT-13

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is: 21

☐ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

The Lead Agency waives the fee for the following families:

children in protective services

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Effective Date: 01-OCT-13

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<div>Children with special needs</div> <div>Provide the Lead Agency definition of <i>Children with Special Needs</i>:</div> <div>An emotional, behavioral, physical or personal need of a child requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator, or other qualified licensed professional. A special need includes a developmental disability.</div>	<div> <input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. </div> <div>Describe:</div>	<div> <input checked="" type="checkbox"/> Yes. <div>The time limit is:</div> <div>Up to a child's 19th Birthday</div> <input type="checkbox"/> No </div>	<div> <input type="checkbox"/> Different eligibility thresholds. <div>Describe:</div> </div> <div> <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. <div>Describe:</div> </div>

<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i>:</p> <p>Families that earn less than 100% of the poverty level.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>	<p><input type="checkbox"/> Yes.</p> <p>The time limit is:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
---	--	--	--

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

Effective Date: 01-OCT-13

- ☐ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
 - ☐ Waive fees (co-payments) for some or all TANF families who are below poverty level
 - ☐ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
 - ☒ Other.
- Describe:

There is a temporary reduction in co-payments for families transitioning from TANF to employment.

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b)) **Reminder** - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Effective Date: 01-OCT-13

Term(s) - Definition(s)

Describe:

Eligibility is governed by Wisconsin Statute (<http://www.legis.state.wi.us/statutes/Stat0049.pdf>). See s. 49.155(1m) for detailed, statutory eligibility criteria.

- a. Children receiving subsidized child care must be US citizens or qualified aliens.
- b. Parents and children must be Wisconsin residents
- c. Applicants must be 18 or older unless they meet criteria for supervised independent living, are employed, or are married.
- c. Parents must be verifiably employed or in another approved activity for which child care is needed.

Term(s)	Definition(s)
Employed	Unsubsidized including 1) work for an employer compliant with Wisconsin labor laws regarding minimum wage, worker's compensation, New Hire reporting and UI wage reporting; or 2) legitimately self-employed according to criteria drawn from Unemployment Insurance law. Except for new self-employment businesses, child care is allowed for no more than the hours per week that the parent earns at least \$7.25 per hour, which is the state minimum wage. Students may be considered to be employed if they are working in work-study positions while attending school.
Other approved activities:	
FoodShare Employment and Training (FSET) Program	Participating in job search or work experience as part of an approved FSET plan
WisconsinWorks (W-2) Employment Position	Working in one of 3 types of TANF-subsidized employment. These are defined in s.49.147 , Wis. Stats.
Completion of high school or equivalent	Limited to parents under the age of 20
Basic Education, such as GED/HSED or ESL	As an ancillary activity for employed parents. For this activity, "employed" means employed a minimum of 5 hours per week or 20 hours per month throughout the school term. There is a lifetime limit of 24 months for this activity
Post Secondary Education, such as technical school	As an ancillary activity for employed parents. For this activity, "employed" means employed a minimum of 5 hours per week or 20 hours per month throughout the school term. There is a lifetime limit of 24 months for this activity

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.

2.6.1. Child Care Certificates

Effective Date: 01-OCT-13

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider
- ☒ After parent has selected a provider
- ☐ Other.

Describe:

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- ☐ Certificate form provides information about choice of providers
- ☐ Certificate is not linked to a specific provider so parents can choose provider of choice
- ☒ Consumer education materials (flyers, forms, brochures)
- ☒ Referral to child care resource and referral agencies
- ☒ Verbal communication at the time of application
- ☐ Public Services Announcement
- ☒ Agency

Website: www.dcf.wisconsin.gov

- ☐ Community outreach meetings, workshops, other in person activities
- ☒ Multiple points of communication throughout the eligibility and renew process
- ☐ Other.

Describe:

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- ☒ Authorized provider(s)
- ☒ Authorized payment rate(s)
- ☒ Authorized hours

- ☒ Co-payment amount
- ☒ Authorization period
- ☒ Other.

Describe:

[Information on co-payment and full or part time authorization.](#)

d) What is the estimated proportion of services that will be available for child care services through certificates?

99.9%

2.6.2. Child Care Services Available through Grants or Contracts

Effective Date: 01-OCT-13

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

☒ Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

Wisconsin funds a Contracted Child Care Grant program in which Wisconsin Works (TANF) agencies support child care. This program provides funding for DCF to reimburse W-2 agencies for child care provided on-site to the children of participants in W-2. DCF also has a \$548,000 grant to a non-profit agency that serves migrant and farmworker's children.

☐ No. If no, skip to 2.6.3

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
- ☐ Programs to serve children with special needs
- ☒ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
- ☐ Programs to serve infant/toddler
- ☐ School-age programs

- ☐ Center-based providers
- ☐ Family child care providers
- ☐ Group-home providers
- ☐ Programs that serve specific geographic areas
- ☐ Urban
- ☐ Rural
- ☒ Other.

Describe:

Contracted child care services for the children of Wisconsin Works (W-2/TANF) participants.

- ☒ Support programs in providing higher quality services
- ☐ Support programs in providing comprehensive services
- ☐ Serve underserved families.

Specify:

- ☐ Other.

Describe:

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- ☒ Yes.

- ☐ No,

and **identify** the localities (political subdivisions) and services that are not offered:

d) How are payment rates for child care services provided through grants/contracts determined?

Each biennial budget the Department sets aside a specific amount of funding for contracted child care and the funding is granted to applicant Wisconsin Works agencies, and a non-profit agency that provides child care for migrant and farmworker children that need child care. The Department contracts directly with Wisconsin Works agencies. Most the agencies subcontract with local child care providers to do on-site child care. Reimbursement to the agencies covers salaries, supplies, etc.

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

Less than .10%

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31)) Check the strategies that will be implemented by your State/Territory.

Effective Date: 01-OCT-13

- ☐ Signed declaration
- ☐ Parent Application
- ☒ Parent Orientation
- ☒ Provider Agreement
- ☐ Provider Orientation
- ☒ Other.

Describe:

In the Wisconsin Administrative Code DCF 250 for Licensing Rules for Family Child Care Centers and in DCF 251 Licensing Rules for Group Child Care Centers, it is stated in 250.04 (4) (a) and in 251.04 (4) (b) that the center shall permit parents to visit and observe the center's operations at any time during the center's hours of operation unless parental access is prohibited or restricted by a court order. In addition, it is stated in 250.04 (4) (b) and 251.04 (4) (e) that the center shall provide a summary of this chapter (DCF 250 or DCF 251) to the parents of each child upon the child's enrollment. Also, in 251.04 (4) (f) it states that a copy of this chapter shall be posted or available in an area where parents are likely to see it.

DCF funds the publication, *YourGuide to Licensed Child Care*, which serves as the summary that centers distribute to parents. It includes a checklist for parent to use when making a child care decision to ask providers if their visits, whether announced or unannounced, are welcomed at any time. Wisconsin certification administrative rules located in CH 202 Child Care Certification require certified child care providers to communicate with parents that they are allowed to visit and observe their children in their care per 202.08(12)(a).

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

Effective Date: 01-OCT-13

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care?
Check all limits the Lead Agency will establish.
- ☐ Restricted based on minimum number of children in the care of the provider to meet

minimum wage law or Fair Labor Standards Act

☐ Restricted based on provider meeting a minimum age requirement

☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)

☐ Restricted to care by relatives

☒ Restricted to care for children with special needs or medical condition

☒ Restricted to in-home providers that meet some basic health and safety requirements

☒ Other.

Describe:

- Three or more children are being cared for.
- Other regulated care is not available within a reasonable geographic area.
- Child care is need during hours when no other care is available, such as second or third shift or weekends.

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

Effective Date: 01-OCT-13

Licensed Care

Substantiated parent complaints about licensed child care providers are documented in individual licensed provider files at the regional offices of the Bureau of Early Care Regulation (BECR), within the DCF. Upon request, these files are open to the public who may review them at the regional office or by phone. Complaints can be received via phone, letter, and e-mail or face-to-face. Each complaint is investigated and one of three findings is made:

1. Complaint is Substantiated – violation of the licensing rule is cited and a plan of correction is required.
2. Allegation is Unfounded –no violation of the licensing rule is found.
3. Allegation Unable to be Substantiated – the licensing specialist could not determine whether a violation has occurred.

The complainant can indicate at the time the complaint is filed that they wish to receive the findings of the complaint. This information is shared at the conclusion of the investigation. Complaint histories are shared with the public when this information is requested.

Wisconsin's Licensed Child Care Search is a website containing information on the location and regulatory history of the almost 6,000 child care centers and day camps licensed by DCF. The public can view a center's compliance history, enforcement actions, and whether the licensee has submitted a correction plan. <http://dcf.wisconsin.gov/childcare/licensed/search.htm>

Certified Care

Substantiated parental complaints about certified child care providers are documented in individual certified provider files at the county/tribal agency. Upon request, these files are open to the public who may review them at the local agency or by phone. Provider records are considered public records. This includes complaint information (both the complaint and the investigation), criminal history (except for juvenile records), and any other background information (with the exception of AODA and mental health

issues and the details of abuse and neglect investigations and findings). Individuals, providers, parents, reporters or others can request to view the provider case file.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1. Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?

Effective Date: 01-OCT-13

☒ Yes. Effective Date: 2006

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b, etc.** , etc.

2.7.2. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

Effective Date: 01-OCT-13

☒ Policy on length of time for making payments.

Describe length of time: [see below](#)

☐ Track and monitor the payment process

☐ Other.

Describe:

Timesheets and payment periods are bi-weekly, but payments are run every week on Saturday to process late time sheets. Providers who submit their time sheets during the week after their two-week attendance period ends will have their payments processed within two weeks if there are no agency concerns regarding the reporting accuracies. If there are program integrity concerns regarding reporting accuracy, the agency may take additional time to investigate. Time sheets submitted three months or longer after an attendance period ends require that the provider also submit corresponding daily attendance sheets. Agency ability to approve time submitted after 3 months requires a higher computer security level and is limited by the Department to only 2 local administrative agency staff members per

county.

☐ None

2.7.3. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02> for more information on the MRS deadline).

Effective Date: 01-OCT-13

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 11/12

b) Provide a **summary of the results** of the survey.

The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

Since we have no access to knowing the exact number of children from privately paying families, we must estimate the number of children based on the number of subsidized children. The average number of served children in the subsidy program for each provider in August 2010 and September 2010 is subtracted from the provider location's capacity in order to estimate the number of private paying children. This number is important because only provider locations that serve at least 25% of its children as privately paying may participate in the market rate survey.

In addition to 25% of its children being privately paying, the provider location must also have a weekly rate for each age group in which it participates. Some provider locations only charge hourly rates; these may not be used for the purposes of calculating the market rate. To be used for the survey, providers must also be licensed to serve the ages for a particular price (e.g., no infant rate would be used from a facility licensed to serve school age children only). Also, providers must be open at least five hours a day and five days a week, for the purposes of the survey. Providers are supposed to be open to the general public to be used for the survey, but this information is not available through the data warehouse or the NACCRAWare extract.

The provider location rates are grouped by county, category (licensed family or licensed group), and age group (0-1.99 years, 2-3.99 years, 4-5.99 years, 6 and older). For each group, the 75th percentile of price is calculated, based on capacity of the provider location. The calculation of rates in percent urban groups is similar, except that location rates are first grouped into one of four percent urban groups instead of counties

Wisconsin worked with Supporting Families Together Association to collect information on private pay prices for child care. Prices were collected as part of the annual Business Information Form for child care programs. Extra outreach efforts were made to ensure a better than 60% response statewide including follow up phone calls, e-mails, and a mailer that was disseminated by DCF via a check stuffer for providers that receive Wisconsin Shares. A preferred providers list is used so that we are careful to

sample enough programs that have private paying families to get accurate and complete results. Once the survey results were entered into NACCRRAware by the Supporting Families Together Association, an extract was sent to DCF Staff for analysis. Overall findings were that rates vary considerably depending on the age of population served and the counties surveyed. The lowest and highest rate areas are reflected in 2.7.4 a-d.

2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.

Effective Date: 01-OCT-13

2.7.4a - Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	1,316	1,005	12th
Full-Time Licensed Center Preschool (59 months)	1,165	866	9th
Full-Time Licensed Center School-Age (84 months)	953	758	23rd

2.7.4b - Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed Center Infants (11 months)	637	524	0 (Wisconsin's ceiling (highest rate paid) is lower than the lowest price in this county.
Full-Time Licensed Center Preschool (59 months)	615	524	0
Full-Time Licensed Center School-Age (84 months)	615	452	0

2.7.4c - Highest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
---	---	---	---

Full-Time Licensed FCC Infants (11 months)	1,083	823	32nd
Full-Time Licensed FCC Preschool (59 months)	1,018	760	25th
Full-Time Licensed FCC School-Age (84 months)	866	682	11th

2.7.4d - Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full-Time Licensed FCC Infants (11 months)	520	482	50th
Full-Time Licensed FCC Preschool (59 months)	498	476	63rd
Full-Time Licensed FCC School-Age (84 months)	541	476	60th

2.7.5. How are payment rate ceilings for license-exempt providers set?

Effective Date: 01-OCT-13

a) Describe how license-exempt center payment rates are set:

NA

b) Describe how license-exempt family child care home payment rates are set:

Certified providers are paid at 75% of the rate for licensed family child care.

c) Describe how license-exempt group family child care home payment rates are set:

NA

d) Describe how in-home care payment rates are set:

NA

2.7.6. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

Effective Date: 01-OCT-13

☐ Differential rate for nontraditional hours.

Describe:

☒ Differential rate for children with special needs as defined by the State/Territory.

Describe:

Rates are changed only if child care provider incurs additional costs for caring for a child with special needs.

☐ Differential rate for infants and toddlers.

Describe:

☐ Differential rate for school-age programs.

Describe:

☒ Differential rate for higher quality as defined by the State/Territory.

Describe:

Wisconsin provides a higher rate of reimbursement for higher star programs. Details on the YoungStar program articulated in Section 3.3.

☐ Other differential rate.

Describe:

☐ None.

Reminder - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to

receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...

Effective Date: 01-OCT-13

☒ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate

☐ Pays for provider fees (e.g., registration, meals, supplies).

Describe:

☐ Policies vary across region, counties and or geographic areas.

Describe:

☐ Other.

Describe:

2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

Effective Date: 01-OCT-13

a) Number of absent days allowed. Describe

Enrollment authorizations allow payment for 1 week of an absence for any reason; up to 2 weeks for family vacation; up to 4 weeks for being laid off of work or other break in approved activity, and up to six weeks for medical conditions verified by a physician if the parent was working and intends to return to the same employer and child care provider.

b) Paying based on enrollment. Describe

Enrollment authorizations are required for licensed group providers unless the family's need for care is expected to vary greatly or if the provider has had three instances of significantly overreporting attendance.

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

d) Using electronic tools(automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

Effective Date: 01-OCT-13

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

Wisconsin has not witnessed any lack of capacity issues for subsidized child care.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

Wisconsin has not had any concrete evidence of providers opting out of subsidized child care due to MRS differences with provider rates.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

The state uses a sliding fee scale to ensure affordability and economic reality for families.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates

2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices).

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

Goal #1:

[Simplify Wisconsin Shares program requirements.](#)

Goal #2:

[Maintain an up-to-date Child Care Policy Manual.](#)

PART 3

Health and Safety and Quality Improvement Activities

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of

providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

Effective Date: 01-OCT-13

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☒ Yes.

☐ No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.

Wisconsin's licensing requirements use CCDF health and safety requirements as the basis for the licensing standards.

c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care <input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Family Child Care <input checked="" type="checkbox"/>	In-Home Care <input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe NA	Describe	Describe NA	Describe
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe	Describe	Describe	Describe

d) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are subject to licensing in your State/Territory 9 or more children under age 7 not related to the child care provider	Describe which types of center-based settings are exempt from licensing in your State/Territory. School-based child care programs may be exempt from licensing.
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. <input checked="" type="checkbox"/>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes settings are subject to licensing	Describe which types of group homes are exempt from licensing:

Family Child Care	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work.</p> <p>Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are subject to licensing</p> <p>4-8 children under age 7 not related to the provider</p>	<p>Describe which types of family child care home providers are exempt from licensing:</p> <p>Programs that care for 1-3 children under age 7 that are not related to the provider are exempt from licensing.</p>
In-Home Care	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home.</p> <p>Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p><input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.</p> <p>Describe which in-home providers are subject to licensing</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p>

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/CFOC3> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**

☐

e) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd Edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: <http://nrckids.org/CFOC3>

For each indicator, check all requirements for licensing that apply, if any.				
Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)

<p>Do the licensing requirements include child:staff ratios and group sizes?</p> <p>If yes, provide the ratio for age specified.</p>	<input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:	<input type="checkbox"/> Yes, Child:staff ratio requirement:	<input checked="" type="checkbox"/> Yes, Child: staff ratio requirement.	<input type="checkbox"/> Yes, Child: staff ratio requirement.
	Infant ratio (11 months): 1:4	Infant ratio (11 months):	List ratio requirement by age group: 4:1 if all children are under age 2; 7:1 If 2 children are under age 2; 8:1 f only 1 child is under age 2; 8:1 if all children are over age 2.	List ratio requirement by age group:
	Toddler ratio (35 months): 1:4	Toddler ratio (35 months):		<input type="checkbox"/> No ratio requirements.
	Preschool ratio (59 months):	Preschool ratio (59 months):		<input type="checkbox"/> Yes, Group size requirement.
	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.	<input type="checkbox"/> No ratio requirements.	List ratio requirement by age group:
	<input checked="" type="checkbox"/> Yes,	<input type="checkbox"/> Yes,	<input type="checkbox"/> Yes, Group size requirement.	<input type="checkbox"/> No group size requirements.
	Group size requirement Infant group size (11 months): 8	Group size requirement Infant group size (11 months):	List ratio requirement by age group:	
	Toddler group size (35 months): 8	Toddler group size (35 months):	<input type="checkbox"/> No group size requirements.	
	Preschool group size (59 months): 20	Preschool group size (59 months):		
	<input type="checkbox"/> No group size requirements.	<input type="checkbox"/> No group size requirements.		

Do the licensing requirements identify specific experience and educational **credentials for child care directors?**

<input checked="" type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED	<input type="checkbox"/>	High school/GED
<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)	<input type="checkbox"/>	Child Development Associate (CDA)
<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential	<input type="checkbox"/>	State/ Territory Credential
<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree	<input type="checkbox"/>	Associate's degree
<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing	<input type="checkbox"/>	No credential required for licensing
<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>	Other:	<input checked="" type="checkbox"/>	Other:
	state approved training			state approved training	

Do the licensing requirements identify specific educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
	state approved training		state approved training	
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement
	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:	<input type="checkbox"/> Other:
	15 - 25 hours of training each year		15 hours of training a year	

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

☒ Yes.

Describe:

Rule revision requiring vehicle safety alarms proposed, the changes should be in effect in 2013. Rule revisions on caregiver background checks are under development and we expect those to be in effect in 2014.

☐ No.

3.1.2 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.2a through 3.1.2e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

Effective Date: 01-OCT-13

☒ Yes. If "Yes" please refer to the chart below and check all that apply.

☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input checked="" type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:
<input type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
<input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year	<input checked="" type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
<input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes.
	Describe: Applicants for a license are required to receive pre-licensing technical assistance from an agency that has a contract with DCF for providing these services.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.



An on-site inspection is conducted.



Programs self-certify.

Describe:



No procedures in place.



Other.

Describe:

Licensing staff has procedures in place to address violations found in an inspection.



Providers are required to submit plans to correct violations cited during inspections.



Licensing staff approve the plans of correction submitted by providers.



Licensing staff verify correction of violation.



Licensing staff provide technical assistance regarding how to comply with a regulation.



No procedures in place.



Other.

Describe:

Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.



Provisional or probationary license



License revocation or non-renewal



Injunctions through court



Emergency or immediate closure not through court action



Fines for regulatory violations



No procedures in place.



Other.

Describe:

DCF issues orders to correct, stop operating or temporarily close in addition to imposing a plan of correction.

The State/Territory has procedures in place to respond to illegally operating child care facilities.



Cease and desist action



Injunction



Emergency or immediate closure not through court action



Fines



No procedures in place.



Other.

Describe:

The State/Territory has procedures in place for providers to appeal licensing enforcement actions.



Yes.

Describe:

Negative sanctions are appealable through an administrative hearing process with an administrative law judge.



No.



Other.

Describe:

c) Does your State/Territory use **background checks as a way to effectively enforce the licensing requirements?**



Yes.If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency



No.

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
-------------------------	---------------------------	-----------	--------------------------------------

<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
		<input type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input type="checkbox"/> Other.	<input type="checkbox"/> Non-teaching staff
		Describe:	<input type="checkbox"/> Volunteers
			<input checked="" type="checkbox"/> Other.
			Licensee
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
	<input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Checks Conducted Annually	<input checked="" type="checkbox"/> Teaching staff
		<input type="checkbox"/> Other.	<input type="checkbox"/> Non-teaching staff
		Describe:	<input type="checkbox"/> Volunteers
			<input type="checkbox"/> Other.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Director
		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Teaching staff
		<input checked="" type="checkbox"/> Other.	<input type="checkbox"/> Non-teaching staff
		Describe:	<input type="checkbox"/> Volunteers
		If individual currently lives out of state or has lived out of state in the last three years.	<input checked="" type="checkbox"/> Other.
			If individual currently lives out of state or has lived out of state in the last three years.
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director
			<input checked="" type="checkbox"/> Teaching staff

		<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-teaching staff
		<input type="checkbox"/> Other.	<input type="checkbox"/> Volunteers
		Describe:	<input type="checkbox"/> Other.

<input type="checkbox"/> Group Child Care Homes <input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input type="checkbox"/> Other. Describe:	
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Other. Describe:	
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home.

--	--	--	--

<input checked="" type="checkbox"/> <p>Family Child Care Homes</p>	<input checked="" type="checkbox"/> <p>Child Abuse Registry</p>	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Provider</p>
	<input checked="" type="checkbox"/> <p>State/Territory Criminal Background</p>	<input type="checkbox"/> <p>Checks Conducted Annually</p>	<input checked="" type="checkbox"/> <p>Non-provider residents of the home.</p>
	<input type="checkbox"/> <p>Check if the State/Territory background check includes fingerprints</p>	<input checked="" type="checkbox"/> <p>Other.</p>	<p>Any adult living in the home requires a background check.</p>
	<input type="checkbox"/>	<p>Describe:</p> <p>4 times a year</p>	
	<input checked="" type="checkbox"/> <p>FBI Criminal Background (e.g., fingerprint)</p>	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Provider</p>
		<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Non-provider residents of the home.</p>
		<input checked="" type="checkbox"/> <p>Checks Conducted Annually</p>	<p>Any adult living in the home requires a background check.</p>
		<input type="checkbox"/> <p>Other.</p>	
		<p>Describe:</p>	
		<input type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Provider</p>
		<input type="checkbox"/> <p>Checks Conducted Annually</p>	<input checked="" type="checkbox"/> <p>Non-provider residents of the home.</p>
		<input type="checkbox"/> <p>Other.</p>	<p>Any adult living in the home requires a background check.</p>
<p>Describe:</p>			
	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Provider</p>	
	<input type="checkbox"/> <p>Checks Conducted Annually</p>	<input checked="" type="checkbox"/> <p>Non-provider residents of the home.</p>	
	<input checked="" type="checkbox"/> <p>Other.</p>	<p>If individual currently lives out of state or has lived out of state in the last three years.</p>	
	<p>Describe:</p>	<p>If individual currently lives out of state or has lived out of state in the last three years.</p>	
	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>	<input checked="" type="checkbox"/> <p>Provider</p>	
	<input type="checkbox"/> <p>Checks Conducted Annually</p>	<input checked="" type="checkbox"/> <p>Non-provider residents of the home.</p>	
	<input checked="" type="checkbox"/> <p>Other.</p>		
	<p>Describe:</p>		

		Describe: every two years	Any adult in the home requires a background check.
--	--	-------------------------------------	--

<input type="checkbox"/> In-Home Child Care Providers <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2e)	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Provider
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Checks Conducted Annually	<input type="checkbox"/> Non-provider residents of the home.
	<input type="checkbox"/> Check if the State/Territory background check includes fingerprints	<input type="checkbox"/> Other.	
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	Describe:	<input type="checkbox"/> Provider
		<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	
		Describe:	<input type="checkbox"/> Provider
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System	<input type="checkbox"/> Non-provider residents of the home.
		<input type="checkbox"/> Checks Conducted Annually	
		<input type="checkbox"/> Other.	<input type="checkbox"/> Provider
		Describe:	<input type="checkbox"/> Non-provider residents of the home.

--	--	--	--

d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

Effective Date: 01-OCT-13

d -1) The cost associated with each type of background check conducted:

\$10 per check.

d-2) Who pays for background checks:

The provider.

d-3) What types of violations would make providers ineligible for CCDF? Describe:

Providers that are out of regulatory compliance are not eligible to receive Wisconsin Shares; a list of crimes can be found at http://dcf.wisconsin.gov/childcare/licensed/pdf/2010_02_crimes_list.pdf.

d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe:

statutory

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? Describe (658E(c)(2)(E), §98.40(a)(2))

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

Effective Date: 01-OCT-13

☒ Yes.
Describe:

A public search site displays licensing and rating information about all regulated child care programs - <http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx?YoungStarProviders=true>

☐ No

3.1.3. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)



Check if the Lead Agency certifies that there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers

<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe:				

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)). Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). 'On-going' would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	Required for programs and covered in orientation within the first week of opening.	15-25 hours or ongoing training are required a year.
	CPR	required.	required that CPR certification is up to date.

	Medication Administration Policies and Practices	NA	NA
	Poison Prevention and Safety	NA	NA
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Covered in program orientation.	NA
	Shaken Baby Syndrome and abusive head trauma prevention	Covered in program orientation	NA
	Age appropriate nutrition, feeding, including support for breastfeeding	NA	Continuing education of 15-25 hours a year are required..
	Physical Activities	NA	Continuing education of 15-25 hours are required.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Covered in program orientation	NA
	Recognition and mandatory reporting of suspected child abuse and neglect	Covered in required orientation.	Every two years.
	Emergency preparedness and planning response procedures	Covered in required orientation.	NA
	Management of common childhood illnesses, including food intolerances and allergies	Covered in required orientation.	NA
	Transportation and child passenger safety (if applicable)	Covered in required orientation.	NA
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Covered in required orientation.	NA

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	These concepts are included in entry level training.	Requirement of 25-40 hours of continuing education each year.
	Supervision of children	Covered in required orientation.	Continuing education of 25-40 hours required per year.
	Behavior management	Covered in required program orientation.	25-40 hours of continuing education required per year.
	Other Describe:		
Group Home Child Care	First Aid	Wisconsin does not operate group home child care	NA
	CPR	NA	NA
	Medication Administration Policies and Practices	NA	NA
	Poison Prevention and Safety	NA	NA
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	NA	NA
	Shaken Baby Syndrome and abusive head trauma prevention	NA	NA
	Age appropriate nutrition, feeding, including support for breastfeeding	NA	NA
	Physical Activities	NA	NA
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NA	NA

	Recognition and mandatory reporting of suspected child abuse and neglect	NA	NA
	Emergency preparedness and planning response procedures	NA	NA
	Management of common childhood illnesses, including food intolerances and allergies	NA	NA
	Transportation and child passenger safety (if applicable)	NA	NA
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	NA	NA
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	NA	NA
	Supervision of children	NA	NA
	Behavior management	NA	NA
	Other	NA	NA
	Describe: NA		
Family Child Care Providers	First Aid	Covered in required entry level coursework.	NA
	CPR	Required certification	Required to maintain certification
	Medication Administration Policies and Practices	Covered in required entry level coursework.	NA
	Poison Prevention and Safety	NA	Covered in required 25-40 hours of continuing education annually.

	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	Covered in required entry level coursework.	NA
	Shaken Baby Syndrome and abusive head trauma prevention	Covered in required entry level coursework.	NA
	Age appropriate nutrition, feeding, including support for breastfeeding	Required in entry level coursework.	25-40 hours of continuing education.
	Physical Activities	NA	Required in 25-40 hours of continuing education annually.
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	Covered in required entry level coursework.	Required in continuing education every two years.
	Recognition and mandatory reporting of suspected child abuse and neglect	Covered in required entry level coursework.	NA
	Emergency preparedness and planning response procedures	Required in entry level coursework.	NA
	Management of common childhood illnesses, including food intolerances and allergies	Required in entry level coursework.	NA
	Transportation and child passenger safety (if applicable)	Required in entry level coursework.	NA
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	Required and included in entry level coursework.	NA

	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	Required and included in entry level coursework.	NA
	Supervision of children	Required and included in entry level coursework.	NA
	Behavior management	Required and included in entry level coursework.	NA
	Other: Describe: NA	NA	NA
In - Home Child Care	First Aid	NA	NA
	CPR	NA	NA
	Medication Administration Policies and Practices	NA	NA
	Poison Prevention and Safety	NA	NA
	Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention	NA	NA
	Shaken Baby Syndrome and abusive head trauma prevention	NA	NA
	Age appropriate nutrition, feeding, including support for breastfeeding	NA	NA
	Physical Activities	NA	NA
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NA	NA
	Recognition and mandatory reporting of suspected child abuse and neglect	NA	NA

	Emergency preparedness and planning response procedures	NA	NA		
	Management of common childhood illnesses, including food intolerances and allergies	NA	NA		
	Transportation and child passenger safety (if applicable)	NA	NA		
	Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act	NA	NA		
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.	NA	NA		
	Supervision of children	NA	NA		
	Behavior management	NA	NA		
	<table><tr><td>Other</td></tr><tr><td>Describe: NA</td></tr></table>	Other	Describe: NA	NA	NA
Other					
Describe: NA					

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

☒ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.

☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.

☐ Relative providers are subject to certain requirements.

Describe the different requirements:

Wisconsin's Certification program is detailed in DCF 202 that spells out requirements for this type of care. Certification rules for child care can be found at:

e) Provide a web address for the State/Territory's health and safety requirements, if available:

<http://dcf.wisconsin.gov/childcare/licensed/Rules.HTM>

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

State law (48.651 state statute) requires counties and tribes to certify providers and school-age programs that receive public funding if the provider/program is not licensed by the Department of Children and Families or operated by a public school district. The counties/tribes may make certification available to all family child care providers, whether or not public funding is involved. Certification is voluntary for providers who are not mandated by law to be licensed. The Department of Children and Families establishes the standards for child care certification while counties/tribes administer the certification program locally.

Wisconsin's Certification program is a county delivered service with state administration with the exception of the MECA (Milwaukee Early Childhood Administration). The state role in certification includes providing guidance and reference to appropriate rules, statutes and information manuals when Certifiers call with questions. At the local level, counties or the designated contract agencies and MECA follow the same procedures for enforcement of safety and health requirements. DCF 202 requires a home visit at initial certification and at renewal. This means that some agencies visit providers every two years. Other agencies visit annually while others visit even more frequently. This question is asked on the certification annual survey. Previous survey summaries can be found here:

<http://dcf.wisconsin.gov/childcare/certification/default.htm>

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced)

on site visit every two years usually announced, there may be additional announced or unannounced visits.

b) Describe whether the Lead Agency uses background checks

Same as for licensing.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

☐ Yes. If yes, what documentation, if any, is required?

Describe:

☒ No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements

[Revocation, suspension or denial.](#)

☒ Check if the Lead Agency certifies that procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

Effective Date: 01-OCT-13

☐ Yes.
Describe

☒ No
a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.
Describe

☐ No
☐ Other.
Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.
Describe

☐ No
☐ Other.
Describe

c) Does the State/Territory use developmental screening and referral tools?

☐ Yes. If Yes, provide the name of the tool(s)

- ☐ No
☐ Other.
Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

Effective Date: 01-OCT-13

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs.

Describe (optional):

[All regulated programs](#)

☐ Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

☒ Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

[All regulated programs](#)

☐ Number of injuries in child care as defined by the State/Territory.

Describe (optional):

☐ Number of fatalities in child care as defined by the State/Territory.

Describe (optional):

☒ Number of monitoring visits received by programs.

Describe (optional):

[This is tracked for all licensed programs.](#)

☒ Caseload of licensing staff.

Describe (optional):

[Also collected for all licensed programs.](#)

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

[Wisconsin has numbers of programs closed due to Shares Suspensions and tracks the number of 1 star programs that are not eligible for Wisconsin Shares in the YoungStar program.](#)

☐ Other.

Describe:

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

[All licensing rules are monitored for compliance during a 2 year period.](#)

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.
[DCF uses the KidStat model as an ongoing mechanism to track trends in licensing, monitor and improve licensing.](#)

3.1.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

Goal #1:

The Bureau of Early Care Regulation has established the following overall goal/real result through the Department's KidStat approach. "Children are safe in licensed and certified child care and education settings." To measure progress on this goal, BECR will continue to follow relevant administrative rules, monitor and investigate complaints, conduct background checks as needed and issue enforcement actions and related actions to ensure compliance with licensing.

NEW!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon



in Section 3.2 through 3.4 order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

Effective Date: 01-OCT-13

- ☒ Birth-to-three
- ☒ Three-to-five
- ☐ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

www.collaboratingpartners.com/wmels-about.php

Which State/Territory agency is the lead for the early learning guidelines?

DCF is the lead for WMELS. It works in partnership with the Department of Health Services and Department of Public Instruction in the publication and dissemination of information and training on the Wisconsin Model Early Learning Standards (WMELS).

3.2.2 Do the early learning guidelines cover a range of domains across

physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Effective Date: 01-OCT-13

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


3.2.3 To whom are the early learning guidelines disseminated and in what manner?

Check all audiences and methods that your State/Territory has chosen to use in the chart below.

Effective Date: 01-OCT-13

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


 **3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

Effective Date: 01-OCT-13

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☒ To define the content of training required for the career lattice or professional credential
- ☒ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To develop State-/Territory -approved curricula
- ☒ Other.
List:

Optional points may be earned in YoungStar related to teacher training and integration of WMELS in program standards.

☐ None.

 **3.2.5 Are voluntary early learning guidelines and development standards aligned with into other parts of the child care system?** Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

Effective Date: 01-OCT-13

- ☒ Cross-walked to align with Head Start Child Development and Early Learning Framework
- ☒ Cross-walked to align with K-12 content standards
- ☐ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☐ Other.

☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

Effective Date: 01-OCT-13

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☒ Yes.

Describe:

YoungStar includes optional points for programs that demonstrate the use of individual child portfolios and the use of intentional planning to improve child outcomes.

a-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☒ Yes.

Describe:

As part of YoungStar technical assistance, if requested by a program, technical consultants assist programs in finding opportunities, coaching and mentoring in how to use assessment information to improve individual practices.

☐ No

☐ Other.

Describe:

a-2) If yes, is information on child's progress reported to parents?

☒ Yes.

Describe:

On a limited basis in some programs in Wisconsin, parents are provided information on their child's progress based on assessments in a program.

☐ No

☐ Other.

Describe:

☐ No

☐ Other.
Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they enter kindergarten?

☐ Yes.

Describe:

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☐ Yes.

Describe:

☐ No

☐ Other.
Describe:

b-2) If yes, are the tools used on all children or samples of children?

☐ All children.

Describe:

☐ Samples of children.

Describe:

☐ Other.

Describe:

b-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes.

Describe:

☐ No

☐ Other.
Describe:

☐ No

☐ Other.
Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes.
Describe:

☒ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

Effective Date: 01-OCT-13

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children.
Describe (optional):

Information on the number of individuals trained in WMELS is available at:
<http://www.collaboratingpartners.com/documents/wmelsfullsummarypic2005through201212313.pdf>

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers.
Describe (optional):

☐ Number of programs using ELG's in planning for their work.
Describe (optional):

☐ Number of parents trained on or served in family support programs that use ELG's.
Describe (optional):

☐ Other.
Describe:

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

During calendar year, 68 trainings for WMELS were delivered.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

During calendar year 2012, 1,957 participants received the full Wisconsin Model Early Learning Standards.

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

Effective Date: 01-OCT-13

Goal #1:

Continue to make available early learning guideline training to all sectors of the early childhood community building on the Early Childhood Advisory Council (ECAC) and Collaborating Partners collaborative training structure and with support of the Race to the Top Early Learning Challenge Fund.

Goal #2:

To ensure that WMELS training delivery is targeted to parents so that they better understand the importance of these guidelines being utilized in child care settings. The WMELS Leadership Team has been in consultation with parent education organizations and is developing a training module targeted for parents and caregivers.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) (Click for additional instructions)

Effective Date: 01-OCT-13

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

DCF is the lead agency for administering quality improvement activities funded by the CCDF plan. The overall goal is that families will have access to quality early care and education. DCF administers subcontracts for the YoungStar Quality Rating Improvement System, the Scholarship and Bonus Program, Child Care Resource and Referral Services, the Tribal Child Care project and the Child Care Information Center who work with providers at the local level. Within DCF, the Bureau of Quality Improvement administers these programs.

The mission of the Bureau of Quality Improvement (BQI) is to provide access to affordable, high-quality child care and early education experiences, to enhance children's development and to support their families in work and parenting roles.

The Bureau of Quality Improvement (BQI) administers the YoungStar initiative and a series of contracts and programs to increase the quality and supply of child care services statewide. There are six main program areas:

- 1.YoungStar, the Wisconsin Quality Rating and Improvement System
- 2.Professional Development
- 3.ChildCare Information Center
- 4.Scholarship and Bonus Program
- 5.Child Care Resource and Referral
- 6.Training and Technical Assistance

YoungStar is DCF's five-star quality rating and improvement system for child care in Wisconsin. Children who participate in quality early childhood programs get a strong start in education and development, the springboard to future success. YoungStar will improve child care throughout the state, make it easier for parents to choose the best child care for their children, and link child care provider quality to payments from the Wisconsin Shares program.

YoungStar sets a five-star rating system for child care providers based on education, learning environment, business practices, and the health and well being of children. Through this rating system the state addresses several key issues in Wisconsin's child care system. Overall goals are to:

- Improve the overall quality of child care
- Create a clear, understandable tool for parents to choose quality child care
- Create incentives for providers to improve services, particularly for low-income children
- Establish a connection between child care quality and the rate of Wisconsin Shares payments
- Help prevent fraud in the Wisconsin Shares system

Other quality initiatives focus on attracting and retaining qualified child care staff, increasing the availability of child care services to families in need, providing training, technical assistance and

professional development. These initiatives are implemented primarily through grants to private non-profit agencies.

Wisconsin addresses the quality and availability of child care through a major quality child care initiative, a statewide child care resource and referral network, and proactive licensing and monitoring.

YoungStar: Quality Rating and Improvement System

YoungStar - <http://dcf.wisconsin.gov/youngstar/default.htm>- is the Department's five-star quality rating and improvement system for early care and education in Wisconsin. Implementation began in November, 2010. The rating scale is a five-star system, which uses compliance with existing child care regulations as a starting point. All regulated programs that apply receive a minimum of one star, but in order to obtain two or more stars, programs must be in compliance with licensing or certification rules. Stars 2-5 are achieved on the basis of the total number of points earned in a 40 point quality indicator system. Points can be earned in the following four categories: educational qualifications; learning environment and curriculum; professional practices; and health and well-being.

To advance in the rating system, providers are required to reach designated minimum levels. These minimums ensure that points are not accumulated entirely in one category, while other quality indicators are ignored. Beyond the designated minimum requirements, providers have options of accumulating points in different facets of their child care program operations. All participating programs are eligible for a menu of technical supports to improve the quality of the child care program and advance in the star system. Ratings will take place on an annual basis. A limited number of exceptions are made to allow rating changes when major milestones are achieved, such as: a program becoming accredited, a family child care director earning a degree, or a significant percentage of classroom teachers in a group center increasing their education.

YoungStar is administered by six local YoungStar offices geographically based on the Department's regional structure. Through a Request for Proposal (RFP) process, the Department selected a consortium made up of the Supporting Families Together Association, the Wisconsin Early Childhood Association, and the Celebrate Children Foundation to be contractually responsible for administering YoungStar. The Celebrate Children Foundation - <http://celebrate-children.org/>- is a philanthropic arm of the Wisconsin Children's Trust Fund and has been brought into the partnership with the intent of generating private funding to add to the public resources for YoungStar to build quality.

Beyond rating, the YoungStar local offices are responsible for providing technical assistance to providers seeking to improve and administering micro-grants to providers for improvements required to advance in the rating system. They coordinate closely with certifying and licensing entities to ensure that programs are in regulatory compliance and that all available data is being taken into account. Finally, YoungStar Local Offices are responsible for sharing information with parents and the public about child care providers.

Wisconsin law establishes base reimbursement rates in Wisconsin Shares. Beginning in FY 2012, the Department proposed that quality incentive payments in the Wisconsin Shares program beyond the base would be linked directly to the quality of the provider. Wisconsin's five year plan spells out the full details of the plan for QRIS - http://dcf.wisconsin.gov/youngstar/pdf/101122_youngstar_5_year_plan.pdf

Professional Development

Training/Trainer Approval System Development: Wisconsin continues the development of the Trainer, Training and Technical Consultant Approval System. These efforts have included upgrading the Registry computer system to register sponsors, trainers and technical consultants and increase tracking

ability for all Wisconsin early care and education training initiatives.

Core competencies: Provide lead expertise and policy interpretation when meeting with the Wisconsin Technical College System to develop early childhood education core competencies and develop articulation agreements among and between technical schools, private colleges and the University of Wisconsin System. Provide expertise in the development, collaborative facilitation, and delivery of credit-based instruction in non-traditional formats. DCF collaborates with Department of Public Instruction, Department of Health Services, and private agencies and associations to ensure coordination of all efforts for these initiatives.

Wisconsin Early Childhood Collaborating Partners/Early Childhood Advisory Council

Professional Development Initiative: Described in sections 1.4 and 1.5.1, this umbrella group is now serving as a key advisory and workgroup of the Governor's Early Care Advisory Council. Leadership for the group is provided by early childhood staff in the Department of Public Instruction, child care professional associations, the Wisconsin Head Start Association, the Wisconsin Education Association, the Bureau of Quality Improvement, and others. Priority areas identified for focus in the next two years are in alignment with the ECAC priorities and include the following:

- Develop and implement effective approaches to address health disparities due to income, race, disability and ethnicity.
- Increase the understanding of parents, caregivers and professionals to support the social and emotional well-being of young children.
- Build on and coordinate existing professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development.
- Continue to support early learning through state Early Head Start/Head Start, four-year-old kindergarten, and inclusive programming for children with disabilities.
- Work through YoungStar to reward high quality programs and improve the quality of care and education.
- Expand high quality parenting programs linked to early care and education settings.
- Increase the economic security and stability of vulnerable families through improved access to and communication about the economic support benefits for which they are eligible.
- Create a comprehensive screening and assessment system to identify children's individual development needs and to facilitate referrals to appropriate services.

Wisconsin Child Care Information Center (WCCIC)

WCCIC is a specialized child care library and information clearinghouse which provides audio-visual and printed materials to child care providers, organizations, and trainers throughout Wisconsin. In the most recent federal fiscal year, 1,477 books and videos on loan and 101,061 free articles and brochures to

keep were requested from CCIC by customers. A further 939,066 resources were viewed and/or downloaded from WCCIC's website . The website is: ccic.wi.gov

Scholarship and Bonus Program

T.E.A.C.H. Early Childhood @ WISCONSIN Scholarship Program for Professional Development is a scholarship and bonus program for child care workers administered by the Wisconsin Early Childhood Association (WECA) hereafter TEACH. It links training, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families. This program has provided 7,793 scholarships to 4,505 recipients since it began in 1999.

R.E.W.A.R.D.™ WISCONSIN Stipend Program (Rewarding Education with Wages and Respect for Dedication), hereafter REWARD, is a compensation initiative that rewards workers in the child care and early education field who have reached specified educational levels and stay in the field also administered by WECA. This initiative provided 1,971 stipends for a total of \$1,600,000 in the last contract period.

Child Care Resource and Referral

The Department contracts with the **Supporting Families Together Association (SFTA)** for child care resource and referral services. Child care resource and referral agencies help parents find and select child care, develop new child care services where needed, support and help sustain existing child care services, identify local child care needs and resources, and provide public information about child care. Wisconsin has 8 SFTA regions to provide services throughout the state. Annual grants are based on the number of counties served and population.

Training and Technical Assistance

Training and Technical Assistance: The Bureau of Quality Improvement contracts for a number of training and technical assistance projects that include:

- **The Registry:** A career level system that recognizes the professional achievements of the childhood care and education profession in Wisconsin. The Registry documents verified formal and informal education on individuals in the early care and education workforce. The Registry's key role in YoungStar verifying education is described in detail later in the QRIS section of the plan.
- **Wisconsin Model Early Learning Standards:** The SFTA coordinates with agencies to facilitate the delivery of the full training package of the Wisconsin Model Early Learning Standards (WMELS) across the state. CCR&R agencies identify the specific training needs within their individual service delivery areas to determine what format of WMELS training delivery is best.
- **Inter-Tribal Child Care Project:** The Project is directly managed by Northwest Connections Family Resources through their own staff, including a Tribal liaison. The Project works collaboratively with the Wisconsin Inter-Tribal Child Care Association through quarterly meetings and biweekly conference calls. The Inter-Tribal Child Care Project focuses on quality improvement of Tribal Child Care programs and outreach, networking and collaboration among various Tribal Early Care and Education and School-Age programs.

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☐ Ratios and group size
- ☒ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☒ Teacher/providers-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☒ Community relationships
- ☒ Administration and management
- ☒ Developmental screenings
- ☒ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☒ Cultural competence
- ☒ Other.

Describe:

Wisconsin's YoungStar quality rating and improvement system has four broad categories where programs can accumulate points: education, learning environment and curriculum, business and professional practices, and health and well-being. Those four areas encompass the above indicators. Wisconsin's point detail document referenced earlier describes how each of these areas is covered in Wisconsin's QRIS, YoungStar -http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf

Additionally, DCF has developed guidelines for group -
http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_group.pdf

family providers –http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf

And school age providers – dcf.wisconsin.gov/youngster/pdf/evaluation_criteria_schoolage.pdf.
about how those points will be verified by technical consultants and formal observation raters who are located in local YoungStar offices.

☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☒ Children with special needs as defined by your State/Territory

- ☒ Infants and toddlers
- ☒ School-age children
- ☒ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☒ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other.

Describe:

- ☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- ☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- ☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- ☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☐ Other.

Describe:

- ☐ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

Definition - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

Effective Date: 01-OCT-13

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other. Describe: Early childhood obesity prevention, promotion of physical health and well-being, and prevention of child abuse and neglect are other areas where these supports are offered to child care programs through YoungStar.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
---	-------------------------------------	-------------------------------------	-------------------------------------

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☒ Program improvement plans
 - ☒ Technical assistance on the use of program assessment tools
 - ☒ Other.
- Describe:

YoungStar offers micro-grants and professional development counseling that is targeted to program individual needs.

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- ☒ Yes.
- Describe:

Both kinds of technical assistance are provided in terms of entering the QRIS system and understanding the star levels and requirements for each as well as the supports that are available once technical consultation has been requested. Consultation and support is provided to child care programs prior to being rated and once the program has been rated to assist them improve their quality. The goal of the QRIS technical assistance is to assist programs once they are enrolled in the QRIS program. A detailed description of how a program applies to YoungStar and their options can be found at: <http://www.dcf.wisconsin.gov/youngstar/apply.htm>. Information on the top six questions from YoungStar is available at: http://www.dcf.wisconsin.gov/youngstar/pdf/top_six.pdf#one

In a program application (YoungStar contract) a provider may request an automated, technical, or a formal rating or may indicate that their program is accredited. Programs may request an automated rating that requires no on-site verification, simply an automated verification of education - which DCF has established through an automated link to the Registry - and evidence YoungStar contract is filled out accurately and completely. A program could request that a technical consultant visit their program, or a formal rating. The steps for the technical rating and observation rating are spelled out in the above link. If a program applies for a technical rating, they would receive some or all of their technical assistance *before* their program rating.

Services are currently geared toward providing outreach and support to programs that are enrolling in YoungStar and efforts are now being ramped up to offer technical assistance to those who have requested it. Continuing technical assistance will be customized based on a program's need. It will begin with the technical consultant and child care provider working on a quality improvement plan to guide future efforts.


Programs that meet the required thresholds for four and five stars in each of the areas where points are accumulated (see point detail - http://dcf.wisconsin.gov/youngstar/pdf/point_detail.pdf and minimum point requirements document - http://www.dcf.wisconsin.gov/youngstar/pdf/minimum_points_required.pdf) are eligible to request a formal rating observation. These programs will be assisted through technical consultation in scheduling and preparing for a formal rating observation that includes an early childhood environment rating assessment using the tool appropriate for each setting. Technical assistance will be increased in Wisconsin's RTTT-ELC grant and targeted towards moving programs up star levels, particularly focusing on movement between 2 and 3 stars.

- ☐ No
☐ Other.
Describe:

3.3.3 Element 3 - Financial Incentives and Supports

Definition - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

Effective Date: 01-OCT-13

-  a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

- ☐ None. **skip to 3.3.4.**


Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to improving / maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 - Element 4 - Quality Assurance and Monitoring

Definition - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

Effective Date: 01-OCT-13

 a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
---	--------------------	------------------	--------------------------

<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. Once annually for programs that can demonstrate that they meet minimum requirements for a 4 star program. See: http://www.dcf.wisconsin.gov/youngstar/pdf/minimum_points_required.pdf	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. Parts of the PAS and BAS will be used as part of their annual assessment to determine center business and professional practices. The full instrument is not being utilized uniformly in the QRIS. Used as part of annual self-assessment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. DCF has developed a self assessment tool for use by programs to begin the process of developing their quality improvement plan in YoungStar. The family child care tool can be found at: http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_family_providers.htm The group child care self assessment tool can be found at: http://www.dcf.wisconsin.gov/youngstar/optional_self_assessment_tools_for_group_providers.htm The school age assessment tool can be found at dcf.wisconsin.gov/youngstar/pdf/enrollment_inventory.pdf. School age programs may also use a self assessment developed by DPI called the Wisconsin Afterschool Continuous Improvement Project.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☒ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☒ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☒ Other.
Describe:

Ongoing work that falls under the auspices of the ECAC (previously Collaborating Partners), staffed primarily by the Department of Public Instruction and DCF, has been working for a number of years on braided funding to weave together several funding sources to support early care and education at a broader level than just quality assurance and monitoring. Efforts utilize the support of three state departments and several different federal funding streams including: funding from IDEA Preschool Discretionary grants, the State Personnel Development Grant, McKinney Vento Homeless Program, and from the DPI Head Start Collaboration Project; and the Department of Health Services provides support from the Early Childhood Comprehensive Systems, DCF funding comes from CCDF, and the ECAC American Recovery and Reinvestment Act. Together, these funds support the work of the collaboration coaches and related professional development efforts. Their role is to assist new, emerging and established collaborative efforts by bringing together key partners in the early childhood system and providing technical assistance, resources and support to help local efforts such as collaborative four-year-old kindergarten programs, cross-sector training in WMELS, Strengthening Families training, support for training and implementation of the Center for the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model. ARRA funds ended on May 31, 2013, future work will be strengthened through additional funding in Wisconsin's RTTT-ELC for this purpose.

☐ None.

3.3.5 - Element 5 - Outreach and Consumer Education

Definition - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

Effective Date: 01-OCT-13



a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☒ Yes. If yes, how is it used?



Resource and referral/consumer education services use with parents seeking care



Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting



Searchable database on the web



Voluntarily, visibly posted in programs



Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

Resource and referral agencies in Wisconsin also function as the local YoungStar offices. They provide referrals and information about quality rating to parents. Communication and broad dissemination of YoungStar materials is ongoing. Key child care organizations are involved in dissemination of information such as Supporting Families Together Association, the Wisconsin Early Childhood Association, the Wisconsin Child Care Administrators Association, Wisconsin Family Child Care Association, Early Learning Coalition, Child Care Providers Together, Wisconsin Early Childhood Collaborating Partners, institutions of higher education, W-2 Agencies, County Social Services, Child Care Licensing and Regulatory Agencies, and the Black Child Development Institute. Additionally, a more robust communication effort will be rolled out in 2013 through additional funding from the Race to the Top, Early Learning Challenge to increase understanding of the important to choose high quality care and education, particularly for high needs families.



No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.



Print



Radio



Television



Web



Telephone



Social Marketing



Other.

Describe:

Each CCR&R agency has developed outreach specific to cultural and linguistic populations in their area. Many local YoungStar offices have bilingual staff or access to translation services.



None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

Materials for licensing, certification, Wisconsin Shares and the YoungStar program continue to be translated for use by linguistically diverse populations.

3.3.6. Quality Rating and Improvement System (QRIS)

Effective Date: 01-OCT-13



a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5**, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?



Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.



Participation is voluntary for:

Programs that do not currently have a child in Wisconsin Shares enrolled in their program.



Participation is mandatory for:

Programs that have children enrolled in the Wisconsin Shares program.



Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.



No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.



State/Territory is in the development phase



State/Territory has no plans for development



Other.

Describe:



b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:



Child care centers



Group child care homes



Family child care homes



In-home child care



License exempt providers



Early Head Start programs



Head Start programs



Pre-kindergarten programs



School-age programs



Other.

Describe:

[Daycamps will begin participating in YoungStar in the spring of 2014.](#)

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,

Effective Date: 01-OCT-13

please describe:

[All efforts are described in earlier sections of 3.3..](#)

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

Effective Date: 01-OCT-13

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe(optional)

[Full data is available on the number of programs at each level. As of February 1, 2013, there are: 4,847 programs that have submitted complete applications, 243 pending applications,](#)

23 1 Star
3,102 2 Star
1,055 3 Star
139 4 Star
285 5 Star



Number of programs that move program quality levels annually (up or down).

Describe(optional)

Baseline ratings are now in place so that annual movement of programs at each level can be tracked in the future.



Program scores on program assessment instruments.

List instruments:

Environment Rating Scale score, ECERS, ITERS, FCCERS, SACRS are used for the formal rating process.

Describe(optional)



Classroom scores on program assessment instruments.

List instruments:

Describe(optional)



Qualifications for teachers or caregivers within each program.

Describe(optional)



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe(optional)

In calendar year 2012, 60,000 children received assistance to participate in licensed child care.



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe(optional)



Other.

Describe:

Wisconsin has targeted the fall of 2013 as the time frame when additional YoungStar datamart will be complete that will contain most data elements collected through YoungStar. YoungStar plans to track the number of programs at each quality level, the average overall score of each program, the number of children that receive Wisconsin Shares at each star level, and the extent, and use of micro-grants.



None.

b) Performance measurement. What, if any, are the Lead Agency's performance measures on program quality?

In addition to the specific measures for the YoungStar program, DCF has established performance measures for all CCDF funded services using the KidStat approach developed by DCF. The overall goal/real result being measured is:

"Children attend high quality child care and early education programs." The performance measures that will be considered to assess this include:

- increases in the number of accredited programs; and
- increases in the percent of providers who increase their Registry education and training levels.

Tied to the Longitudinal Data System and YoungStar evaluation by UW described below, DCF will be exploring how to better study children's school readiness.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

DCF has established a contract with the University of Wisconsin and Dr. Katherine Magnuson to conduct a validation study of the YoungStar program that is based on the Missouri Quality Rating Outcomes Study- <http://mucenter.missouri.edu/MOQRSreport.pdf>. This study will look at whether children in higher star rated programs have more gains than children in lower rated programs in specific school readiness child measures. A summary of the planned validation study can be found at: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_plan.pdf

3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Effective Date: 01-OCT-13

Goal #1:

Increase the number of providers that have applied to YoungStar from 4,897 on October 1, 2012 to 5,000 on October 1, 2013.

Goal #2:

Increase by 58% the number of children in the Wisconsin Shares program who attend high quality centers by the end of 2013.

Goal #3:

Increase the number of providers that improve star levels.

Goal #4:

Provide technical assistance support to more than 4,500 child care programs that includes an average of ten hours of technical assistance and development of quality improvement plans.

Goal #5:

Increase the number of micro-grants to support quality improvement activities.

Goal #6:

Decrease the number of providers (2,246 on January 1, 2013) that have chosen an automated rating.

Goal #7:

Increase the number of providers that move from 2 star to a higher quality rating.

3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

Effective Date: 01-OCT-13

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

The Department of Children and Families is the lead agency for professional development initiatives in Wisconsin.

Professional Development activities include:

Training/Trainer Approval System Development: Wisconsin continues the development of the Trainer, Training and Technical Consultant Approval System. These efforts have included upgrading the Registry computer system to register sponsors, register trainers and technical consultants and increase tracking ability for all Wisconsin early care and education training initiatives.

Core competencies: Provide lead expertise and policy interpretation when meeting with the Wisconsin Technical College System to develop early childhood education core competencies and develop articulation agreements among and between technical schools, private colleges and the University of Wisconsin System. Provide expertise in the development, collaborative facilitation, and delivery of credit-

based instruction in non-traditional formats. DCF collaborates with Department of Public Instruction, Department of Health Services, and private agencies and associations to ensure coordination of all efforts for these initiatives.

Wisconsin Early Childhood Collaborating Partners/Early Childhood Advisory Council

Professional Development Initiative: Described in sections 1.4 and 1.5.1, this umbrella group is now serving as a key advisory and workgroup of the Governor's Early Care Advisory Council. Leadership for the group is provided by early childhood staff in the Department of Public Instruction, child care professional associations, the Wisconsin Head Start Association, the Wisconsin Education Association, the Bureau of Quality Improvement, and others. Priority areas identified for focus in the next two years are in alignment with the ECAC priorities and include the following:

- Develop and implement effective approaches to address health disparities due to income, race, disability and ethnicity.
- Increase the understanding of parents, caregivers and professionals to support the social and emotional well-being of young children.
- Build on and coordinate existing professional development structures to create a system to train teachers, caregivers, and other providers to facilitate children's competencies in all areas of development.
- Continue to support early learning through state Early Head Start/Head Start, four-year-old kindergarten, and inclusive programming for children with disabilities.
- Work through YoungStar to reward high quality programs and improve the quality of care and education.
- Expand high quality parenting programs linked to early care and education settings.
- Increase the economic security and stability of vulnerable families through improved access to and communication about the economic support benefits for which they are eligible.
- Create a comprehensive screening and assessment system to identify children's individual development needs and to facilitate referrals to appropriate services.

Wisconsin Child Care Information Center(WCCIC)

WCCIC is a specialized child care library and information clearinghouse which provides audio-visual and printed materials to child care providers, organizations, and trainers throughout Wisconsin. In the most recent federal fiscal year, 1,477 books and videos on loan and 101,061 free articles and brochures to keep were requested from WCCIC by customers. A further 939,066 resources were viewed and/or downloaded from WCCIC's website: www.ccic.wi.gov

Scholarship and Bonus Program

T.E.A.C.H. Early Childhood @ WISCONSIN Scholarship Program for Professional Development is a scholarship and bonus program for child care workers (Wisconsin Early Childhood Association), hereafter TEACH. The program provides credit-based training, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families. This program has provided 7,793 scholarships to 4,505 recipients since it began in 1999. **R.E.W.A.R.D.™ WISCONSIN Stipend Program** (Rewarding Education with Wages and Respect for Dedication), hereafter REWARD, is a compensation initiative that rewards workers in the child care and early education field who have reached specified educational levels and stay in the field (Wisconsin Early Childhood Association). This initiative provided 1,971 stipends for a total of \$1,600,000 in the last contract period.

DCF also contracts with The Registry to recognizes the professional achievements of the childhood care and education profession in Wisconsin. The Registry documents verified formal and informal education on individuals in the early care and education workforce. The Registry's key role in YoungStar verifying education is described in detail later in the QRIS section of the plan.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

Effective Date: 01-OCT-13



a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.
Describe:

If yes, insert web addresses, where possible: www.collaboratingpartners.com/professional-development-core-competencies.php

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- ☒ Child growth, development and learning
- ☒ Health, nutrition, and safety
- ☒ Learning environment and curriculum
- ☒ Interactions with children
- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management
- ☒ Diversity
- ☐ Other.

Describe:

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)
- ☒ To define the content of training required for the career lattice or credential
- ☒ To correspond to the early learning guidelines
- ☒ To define curriculum and degree requirements at institutions of higher education
- ☐ Other.

Describe:

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- ☒ Cross-walked with the Child Development Associate (CDA) competencies
- ☒ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
- ☐ Cross-walked with apprenticeship competencies
- ☐ Other.

Describe:

☐ None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

[Infant Toddler Credential, Preschool Credential, School Age Credential, and Program Development Credential for 12 credits are available to staff working in child care programs.](#)

☒ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

[Family Child Care Credential](#)

☒ Administrators in centers (including educational coordinators, directors).

Describe:

[Administrators Credential is required for licensed group centers that serve more than 50 children and the required educational level for group centers to reach 3 stars in the YoungStar program.](#)

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

[Wisconsin has a professional development approval system \(PDAS\) that establishes criteria for trainers in early care and education. These individuals are considered PDAS approved trainers.](#)

☒ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

[PDAS also approves education and training staff.](#)

☐ Other.

Describe:

☐ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

- ☒ Birth-to-three
☒ Three-to-five
☐ Five and older
☐ Other.
Describe:

☐ None.

3.4.2 Workforce Element 2 - Career Pathways

Definition - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

Effective Date: 01-OCT-13



a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☒ Yes.

Describe:

The Registry career levels –

<http://www.theregistry.org/LinkClick.aspx?fileticket=yw1FPosmLmw%3d&tabid=93> provide a pathway for early care professionals that is widely used in early care and education programs that provide child care or are engaged in partnerships to offer collaborative child care, e.g., with public schools or Head Start.

The Wisconsin Child Care Career Guide has been used by broader groups that focus on early care and education. This guide provides an overview of early childhood career opportunities in Wisconsin, a summary of key programs and resources, definitions of common terms, and a framework for individualized professional development planning. It is designed to assist readers in navigating the maze

of potential careers, career requirements, and career paths in early childhood. Information on specific roles in early childhood, degree programs and credentials, and key support resources for early care and education professionals are contained in this online resource.

The current version of the career guide is now available on line at:

<http://www.collaboratingpartners.com/professional-development-career-guide.php>

☐ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

Insert web addresses, where possible: <http://www.collaboratingpartners.com/professional-development-career-guide.php>

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Wisconsin offers the [Infant/Toddler Credential](#), [Preschool Credential](#), [Inclusion Credential](#), [School Age Child Care Credential](#), and [12 credit Program Development Credential](#) for staff.

☒ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

Wisconsin offers the [Family Child Care Credential](#) and the above credentials for family child care providers and assistants.

☒ Administrators in centers (including educational coordinators, directors).

Describe:

The [Administrator's Credential](#) is available to child care program administrators.

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

These providers can be approved using the [Professional Development Approval System \(PDAS\)](#) described in 3.4.1.

☒ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

These staff can be approved using the Professional Development Approval System (PDAS) described in 3.4.1.

☒ Other.
Describe:

Wisconsin offers and Early Childhood Leadership Credential. The Leading to Excellence program is a sustained and intentional effort to grow leaders, build leadership capacity, and encourage networking, collaboration and engagement of leaders. The outcome is an empowered group of early childhood leaders who make a lasting difference for children, parents, families and early childhood programs in the greater Milwaukee area and across Wisconsin. The four course series is a companion to the six credit Administrator Credential courses. While the first six courses were essentially about management, these courses are about leadership. Early Childhood Leadership Courses include: the Personal Disposition of a Leader, Leading in Your Program, Leading for Change and, Leading in the Community and in Your Field.

☐ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

- ☒ Infants and toddlers
- ☒ Preschoolers
- ☒ School-age children
- ☒ Dual language learners
- ☒ Children with disabilities, children with developmental delays, and children with other special needs

☐ Other.
Describe:

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

- ☒ Voluntary guide and planning resource
- ☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- ☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- ☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- ☐ Required placement for participation in scholarship and/or other incentive and support programs
- ☒ Required placement for participation in the QRIS or other quality improvement system

☐ Other.
Describe:

☐ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice?)?

☒ Yes.

If yes, describe:

Verification of completed credit-based instruction and non-credit based instruction and non-credit training competencies for specialized training are included on an individual's learning record.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

Effective Date: 01-OCT-13



a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?


☒ Yes.

If yes, describe:

TEACH scholarships and WECA Professional Development Counselors survey Wisconsin Technical Colleges, public and private universities for early care and education and school age child care offerings each semester to provide information to the workforce about opportunities. The professional development scan described earlier also has informed the extent to which different opportunities are available. Credit for Prior Learning opportunities at each of Wisconsin's Technical Colleges are surveyed

as well as information that is shared broadly with the early care and education workforce. The TEACH website includes current credit-based coursework delivery.

☐ No.

 b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☒ Yes.

If yes, describe:

Two websites sponsored by WECA provide information on availability of coursework. These include:
Wisconsinearlychildhood.org/programs/teach/Wisconsin-universities-colleges/
Information on Credit for Prior Learning can be found at:
Wisconsinearlychildhood.org/programs/teach/CPL/

☐ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

- ☒ Standards set by the institution
- ☐ Standards set by the State/Territory higher education board
- ☒ Standards set by program accreditors
- ☐ Standards set by State/Territory departments of education
- ☐ Standards set by national teacher preparation accrediting agencies
- ☐ Other.

Describe:

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☒ Training approval process.

Describe:

The PDAS process described earlier spells out best practices for training and technical assistance and has an approval process for trainers and those providing technical assistance for early care and

education programs. While not mandatory for provision of services, child care programs are encouraged to use PDAS-approved trainers. Currently, the PDAS system is more frequently used by individuals who work in the child care workforce. Efforts are underway to assist the Registry in broadening the system to encompass more professional support roles in early care and education. This goal supported through the ECAC ARRA funds in 2011-2013. the YoungStar training delivery utilized only PDAS approved trainers. Only training content delivered through the PDAS system is recognized in the QRIS for non-credit training delivery.

☒ Trainer approval process.
Describe:

Early care professionals submit their experience and qualifications to The Registry for approval in the PDAS system. A thorough review of their records is conducted to ensure they have the appropriate background, experience and education to be an approved trainer. The guiding principles of PDAS (website referenced above) spell out early childhood content and adult education content for approved trainers.

☒ Training and/or technical assistance evaluations.
Describe:

Each system administering technical assistance or training uses organization-specific evaluations to assess training for utility and quality and for future training improvements or additional training topics that are identified.

☐ Other.
Describe:

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☒ Yes.
If yes, describe:

There are fifteen articulation agreements in place between Wisconsin's Technical College System, University of Wisconsin Campuses, Cardinal Stritch, Lakeland and Northland College.

☐ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes.

If yes, describe:

Wisconsin has implemented a Credit for Prior Learning Initiative available within the Wisconsin Technical College System (WTCS). A unique 3 credit course, "Credit for Prior Learning," examines early childhood professional experience for the purpose of receiving credit for prior learning. Course competencies include: access needed support services on campus and online; analyze professionalism in the early childhood field; identify core abilities; identify what a core competency is within a course; examine the courses and outcomes of the WTCS Early Childhood program; analyze performance assessment; compare professional experience with early childhood competencies; compile materials for performance assessment of course(s); determine plan of action for program completion. WTCS campuses offer this course or an individualized approach to addressing credit for prior learning. Students typically earn 3 credit for the Credit for Prior Learning course and an additional 3-12 credits for demonstrated competencies. Competency is assessed using portfolio, testing or observation

☐ No.

3.4.4 Workforce Element 4 - Access to Professional Development

Definition - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

Effective Date: 01-OCT-13



a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

☒ Public schools

☒ Early intervention/special education

☐ Other.

Describe:

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes.

If yes, describe:

Wisconsin's T-Net is an on-line training calendar that is intended to be a central clearinghouse on professional development opportunities for the Wisconsin early childhood workforce. Additionally, DCF and DPI collaboratively operate the Wisconsin Child Care Information Center (CCIC) that also serves as a clearinghouse for information, resources and support related to early care and education.

In addition, an on-line career guide described in 3.4.2 is available at http://www.collaboratingpartners.com/professional-development-career_guide.php
The WECA TEACH and Professional Development Counselors also survey institutions of higher education as described earlier in 3.4.3.

☐ No.

Insert web addresses, where possible: <http://www.collaboratingpartners.com/professional-development-career-guide.php>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships.

Describe:

TEACH and REWARD supports credit based education and stipends for staying in the child care field.

☒ Free training and education.

Describe:

The YoungStar contract supports WECA to provide professional development counselors to be available at no charge to provide individualized professional development planning. The department has contracted with Milwaukee Area Technical College to deliver community-based, credit-based training to support 2 Star programs to complete credit-based instruction to reach 3 star levels. Ongoing YoungStar training will be available at no charge to participants or will be available for a small fee. Technical assistance is provided at an average of ten hours per program when requested. The YoungStar training calendar is available at dcf.wisconsin.gov/youngstar/training.htm.

☒ Reimbursement for training and education expenses.

Describe:

See above for TEACH and REWARD.

☒ Grants.

Describe:

YoungStar provides micro-grants to providers to improve quality as related to their quality improvement work plan developed with YoungStar staff. Micro-grants range from \$250 to \$1,000 based on participating program regulation category. Race to the Top will support the development of a plan and delivery of a one-time provider incentive bonus payments for programs that progress to higher YoungStar levels.

☐ Loans.

Describe:

☐ Loan forgiveness programs.

Describe:

☐ Substitute pools.

Describe:

☒ Release time.

Describe:

TEACH scholarships support this to a limited extent, depending on the program and how they wish to structure it.

☐ Other.

Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes.

If yes, describe:

Through the YoungStar Consortium, WECA offers professional development counseling to programs participating in YoungStar at no charge. WECA has developed an on-line professional development planning tool, designed to assist providers with exploring and establishing short and long term professional development goals and assists them in identifying scholarship opportunities, credit based instruction, Credit for Prior Learning and upcoming training or other related resources and opportunities to improve quality. The website is wisconsinearlychildhood.org/programs/youngstar/PDcounseling.

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

DCF is supporting technical consultants through funding the Wisconsin Early Childhood Association scholarship and bonus program. T.E.A.C.H. counselors assist child care providers in identifying professional development planning needs and career goals. In addition, the YoungStar Consortium is providing professional development planning as part of their contract with DCF for the YoungStar program. WECA's Professional Development Counselors and YoungStar Technical Consultants and Formal Observation Raters are available to provide requested services statewide for childcare programs and participating in the QRIS. WECA's online professional development planning tool continues to be well received. It is described in the previous question.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

Conditions Definition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

Effective Date: 01-OCT-13



a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes.

If yes, describe:

☒ No.



b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes.

If yes, describe:

Both the T.E.A.C.H. Early Childhood Wisconsin and R.E.W.A.R.D.™ WISCONSIN Stipend Program operated by WECA provide bonuses for training and education. Bonuses for contract completion are part of the T.E.A.C.H. scholarship program. Scholarship recipients receive a bonus regardless of participation in the R.E.W.A.R.D. Stipend program. The R.E.W.A.R.D. program provides a stipend to eligible participants based on their educational levels and longevity in the field. The extent to which stipends can be awarded is based on available funding. Currently the ARRA funded Registry Career level application reduction coupons are available to select YoungStar participating child care programs.

☐ No.



c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☒ Yes.

If yes, describe:

Both the T.E.A.C.H. Early Childhood Wisconsin and R.E.W.A.R.D.™ WISCONSIN Stipend Program operated by WECA provide bonuses for training and education. Bonuses for contract completion are part of the T.E.A.C.H. scholarship program. Scholarship recipients receive a bonus regardless of participation in the R.E.W.A.R.D. Stipend program. The R.E.W.A.R.D. program provides a stipend to eligible participants based on their educational levels and longevity in the field. The extent to which stipends can be awarded is based on available funding. There was a limited term ARRA funded opportunity to reduce fees for Registry Career level application reduction through coupons. This may be continued in Wisconsin's future Race to the Top efforts.

☐ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.

If yes, describe:

☒ No.

3.4.6 Data & Performance Measures on the Child Care Workforce - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

Effective Date: 01-OCT-13

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☒ Data on the size of the child care workforce.

Describe (optional):

Current size of Wisconsin's workforce is estimated to be 30,000. This includes an estimated 2,421 child care center directors, 3,772 family child care providers and approximately 23,800 child care teachers working in group child care programs.

☒ Data on the demographic characteristics of practitioners or providers working directly with children.

Describe (optional):

Extensive data on Wisconsin's child care workforce is available in the report identified earlier: "Pathways to Early Childhood Higher Education: The Current Status of Wisconsin's Child Care Workforce." This report is available on-line at <http://www.wisconsinearlychildhood.org/assets/documents/Pathways-5.pdf>

☒ Records of individual teachers or caregivers and their qualifications.

Describe (optional):

Programs that participate in YoungStar and want to earn 3 or more stars must be participating in the Registry by having a career level awarded for all directors, lead teaching staff and for family child care providers. They are also required to have a program profile established in order for educational competencies to be received through an automated process.

☒ Retention rates.

Describe (optional):

Retention rates of child care teachers who have received scholarships through the T.E.A.C.H. and R.E.W.A.R.D. programs. Data from 2012 show that T.E.A.C.H. scholarship recipients have a 4% turnover rate during the contract year. Overall, beyond their commitment required by T.E.A.C.H., the turnover rate rises to less than 11%. It is important to keep in mind that the data for the overall turnover rate in the field of early care and education is approximately 21% annually in Wisconsin.

☒ Records of individual professional development specialists and their qualifications.

Describe (optional):

The Professional Development Approval System (PDAS) is used to approve trainers for the Wisconsin Model Early Learning Standards and Wisconsin Pyramid Model trainings. Registry verification is required for those who wish to be considered an approved trainer.

☒ Qualifications of teachers or caregivers linked to the programs in which they teach.

Describe (optional):

The Registry Program/Organization Profile is transmitted nightly from the Registry to DCF for YoungStar participating programs.

☒ Number of scholarships awarded .

Describe (optional):

In Federal Fiscal Year 2012, the program to date has awarded 679 new scholarships. This brings the total number of scholarships awarded since 1999 to 5,803 recipients.

☒ Number of individuals receiving bonuses or other financial rewards or incentives.

Describe (optional):

☐ Number of credentials and degrees conferred annually.

Describe (optional):

☐ Data on T/TA completion or attrition rates.
Describe (optional):

☒ Data on degree completion or attrition rates.
Describe (optional):

Between 2008 and 2010, T.E.A.C.H. Early Childhood® Wisconsin had 57 recipients graduate with an associate degree and 26 recipients graduate with a bachelors degree for a total of 83 degree graduates. During this same timeframe they experienced an 11% turnover rate when turnover is defined as recipients discontinuing their scholarship activity while on an active scholarship contract and/or during their commitment period. Turnover during commitment period only during this timeframe was 2%. At the end of FFY 12, there were 1,954 active TEACH contracts. At that time, there have been a total of 1,745 total completions of degrees or credentials, the break out is as follows:

Bachelor Degree - 70

Credentials:

Administrator - 715

Inclusion - 35

Infant/Toddler - 547

Leadership -14

Preschool - 53

Associate Degree

☐ Other.
Describe:

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☐ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Data is currently not exhaustive because participation in the Registry is voluntary, there has been a significant increase in the number of participants because of the requirements described earlier through YoungStar. As of February, 2013, there are 13,352 individuals working in programs with Registry Career levels. Participation is required for staff and administrators in programs that are serving Wisconsin Shares and participating in YoungStar.

☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

Information is collected by the Registry for programs participating in YoungStar. Participation is required for programs that are serving Wisconsin Shares and participating in YoungStar.

☐ Administrators in centers (including educational coordinators, directors).

Describe:

Also collected by the Registry for programs participating in YoungStar. Required for participation in YoungStar, voluntary for other programs.

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

Individuals in these roles can apply for and receive approval as approved trainers and approved technical consultants when eligibility criteria are met. Required for someone to be considered an approved trainer.

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

Same as above. Further information on trainer chart and training tiers is available at: the-registry.org/professionaldevelopmentapprovals.aspx.

☐ Other.

Describe:

Wisconsin has one of the oldest career Registries. It is currently a voluntary system that tracks credentials *not compensation*. While it is required in State Statute that family child care providers validate their credentials in The Registry, this is only required one time. YoungStar has significantly enhanced the data potential of The Registry as they are the source for verifying all the credentials of the early childhood workforce for YoungStar. An automated interface has been established to transfer

information about the credentials of the workforce to match with child care program profiles and will be used to determine star levels. YoungStar will require that lead teachers' educational credentials will be verified so it will not include all the credentials of the workforce. There is no central clearinghouse that includes qualifications and compensation. WECA tracks compensation for individuals who have received support from the scholarship and bonus program.

www.the-registry.org/professionaldevelopmentapprovals.aspx is their website.

☐ None.

b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☒ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

[The Registry provides educational qualifications to DCF for YoungStar participating programs. This information is now being tracked by YoungStar.](#)

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[DCF will be monitoring implementation of Race to the Top, Early Learning Challenge efforts to further align professional development systems.](#)

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described

above?

Note -When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Effective Date: 01-OCT-13

Goal #1:

Continue to develop career pathways that cross all early childhood sectors.

Goal #2:

Work to support the continued building of The Registry to include more complete data on Wisconsin programs, starting with programs that have children enrolled in Wisconsin Shares.

Goal #3:

Continue to support key supports for the child care workforce including scholarship and bonus opportunities for higher education.

Goal #4:

Continue to support supplemental higher education articulation agreements.

Goal #5:

Work to support more opportunities to earn credit for prior learning through Wisconsin Technical College System and other public and private campuses.

Goal #6:

Continue efforts to capture a clearer picture of the opportunities available for the early childhood workforce to improve education.

Goal #7:

Continue efforts to support initiatives that will increase the wages of the child care workforce.

Goal #8:

Continue collaboration efforts under the umbrella of the Governor's Early Childhood Advisory Council and Wisconsin's Race to the Top application to assure that professional development systems are coordinated.